

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: February 28, 2007

Time: As Shown

Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the January 10, 2007, Meeting of the Board

Resolutions/Recognitions

- Resolution of Recognition presented to Virginia's 2006 Milken Family Foundation National Educator Awards Recipients: Ms. Daphne R. Keiser, principal of Burnley-Moran Elementary School in Charlottesville and Mr. Joshua Cole, fifth-grade teacher at Chalkley Elementary School in Chesterfield County

Public Comment

Reports from Board of Education Committee Chairpersons

Action/Discussion on Board of Education Regulations

- A. First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-10 et seq.)

Action/Discussion Items

- B. Report from the Board of Education's 2006-2007 Student Advisory Committee
- C. Resolution Releasing Richmond City Public Schools from the Division-Level Review Process
- D. First Review of a Revision to the Terminology Used in the Criteria and Disclaimers to Identify and Select Instructional Interventions in *Regulations Establishing Standards for Accrediting Public Schools in Virginia*

Action/Discussion Items (continued)

- E. First Review of a Proposed Addition to the Board-Approved List of Instructional Interventions that Satisfy Provisions in *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- F. First Review of Proposed Additions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*
- G. First Review of Standards of Learning for a New, Optional High School Mathematics Course
- H. First Review of Virginia's 2007-2008 Transitional State Plan for the Carl D. Perkins Career and Technical Education Act of 2006
- I. First Review of a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) Cultural Exchange Teachers
- J. Final Review of Proposed Revised Foreign Language Standards of Learning
- K. Final Review of Recommended Cut Scores for the SAT I Writing Test When Used as a Substitute for the Standards of Learning End of Course English: Writing Test
- L. First Review of Revised Board of Education Meeting Dates for March-November 2007
- M. First Review by the Virginia Board of Education to Ratify and Appoint the School Division Superintendent in Franklin City Schools Pursuant to Sections 22.1- 60 and 22.1-61 of the *Code of Virginia*

REPORTS

- N. Report on Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development (Preschool Standards)
- O. Report on the Implementation of the Supplemental Educational Services Requirement Under the *No Child Left Behind Act of 2001*

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, February 27, 2007. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

committee of the Board of Education to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. The committee's charge is:

- 1) To examine policies and data related to middle-to-high school transition, ninth-grade retention, truancy, and dropout and graduation rates;
- 2) To identify best practices to reduce ninth-grade retention and increase the percentage of students who complete high school by earning a diploma; and
- 3) To recommend policies to incorporate the raising of graduation rates into the Commonwealth's accountability system.

This review is an outgrowth of the work of that committee and other work the Board is undertaking. This fall, the Board adopted a graduation rate formula first proposed by the National Governors Association. This formula includes all of Virginia's high school diplomas and acknowledges that certain special education and limited English proficient (LEP) students may take longer than four years to graduate. When graduation rates are reported in 2008, using this formula, the Board will be able to establish a new and more accurate baseline for accountability purposes. It will ensure that all accountability decisions, whether on the federal or state side, are grounded in the Standards of Quality and the Standards of Accreditation.

This review will also include changes necessitated by legislation passed by the 2007 General Assembly, including the establishment of a Technical Diploma, modification of the civics education seal, and notification of parents when students are removed from class.

Summary of Major Elements: The attached Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements. It is anticipated that the Board of Education would review the requirements for graduation (8 VAC 20-131-50), school and community communications (8 VAC 20-131-270), expectations for school accountability (8 VAC 20-131-280), and recognitions and rewards for school accountability performance (8 VAC 20-131-325) of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation). This review would include changes necessitated by actions taken by the 2007 General Assembly as well as the role of graduation rates in the accountability measures for school accreditation.

The 2007 General Assembly passed legislation (HB 2039 and SB 1147) that would require the Board to "...establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit..."

In addition, the 2007 General Assembly passed legislation (SB 751) that would require the Board to modify the provisions of the Board of Education's Seal for Excellence in Civics Education to emphasize community service.

Finally, the House Education Committee, while not taking action on HB 3201, related to removing students from classes, requested the Chairman write a letter to the Board of Education asking that the Board consider this issue in its review of applicable regulations, and report back to the patron and the committee.

The review is expected to be limited to these particular issues.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.



Virginia
Regulatory
Town Hall

townhall.state.va.us

Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-131-10 et seq.
Regulation title	<i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i>
Action title	Amendments to the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i>
Document preparation date	February 2007

This information is required for executive review (www.townhall.state.va.us/dpbpages/apaintro.htm#execreview) and the Virginia Registrar of Regulations (legis.state.va.us/codecomm/register/regindex.htm), pursuant to the Virginia Administrative Process Act (www.townhall.state.va.us/dpbpages/dpb_apa.htm), Executive Orders 21 (2002) and 58 (1999) (www.governor.state.va.us/Press_Policy/Executive_Orders/EOHome.html), and the *Virginia Register Form, Style, and Procedure Manual* (http://legis.state.va.us/codecomm/register/download/styl8_95.rtf).

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

Section 22.1-253.13:3 of the *Code of Virginia* requires the Board of Education to establish standards for accreditation. The regulations were last amended in 2006. It is anticipated that the Board of Education would review the requirements for graduation (8 VAC 20-131-50), school and community communications (8 VAC 20-131-270), expectations for school accountability (8 VAC 20-131-280), and recognitions and rewards for school accountability performance (8 VAC 20-131-325) of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation). This review would include the role of graduation rates in the accountability measures for school accreditation as well as changes necessitated by actions taken by the 2007 General Assembly.

The Board has received requests to consider including graduation rates as part of the accountability process. In July 2006, the president of the Board, Dr. Mark Emblidge, formed a special committee of the Board of Education to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. In November 2006, the Board adopted a more accurate method of calculating graduation rates, based on a proposal by the National Governors Association.

The 2007 General Assembly enacted legislation that would require the Board of Education to establish a Technical Diploma (HB 2039 and SB 1147). These bills specified that the Board would “Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit...”

In addition, the 2007 General Assembly passed legislation (SB 751) that would require the Board to modify the provisions of the Board of Education’s Seal for Excellence in Civics Education to emphasize community service. Finally, the House Education Committee, while not taking action on HB 3201, which relates to removing students from classes, requested the Chairman write a letter to the Board of Education to ask that the Board consider this issue in its review of applicable regulations.

Legal basis

Please identify the state and/or federal source of legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly bill and chapter numbers, if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-253.13:3 of the *Code of Virginia* states: “The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.”

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the regulation is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.

A comprehensive review and revision of the Standards of Accreditation was conducted between January 2005 and September 2006. The regulations were examined in their entirety, including the requirements for student achievement; the school instructional program; school and instructional leadership; school facilities and safety; school and community communications, and school accreditation.

This regulatory action will consist of a review of the requirements for graduation (8 VAC 20-131-50), school and community communications (8 VAC 20-131-270), expectations for school accountability (8 VAC 20-131-280), and recognitions and rewards for school accountability performance (8 VAC 20-131-325).

This review will include the role of graduation rates in the accountability measures for school accreditation as well as changes necessitated by actions taken by the 2007 General Assembly, including the following legislation:

- HB 2039 and SB 1147 would require the Board to “establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit....”
- SB 751 would require the Board to modify the provisions of the Board of Education’s Seal for Excellence in Civics Education to emphasize community service.
- The House Education Committee, while not taking action on HB 3201, related to removing students from classes, requested the Chairman write a letter to the Board of Education asking that the Board consider this issue in its review of applicable regulations, and report back to the patron and the committee.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.

No alternatives to amending these regulations have been considered as the Board of Education is desirous of conducting this review as essential to the continued improvement of the system of public schools in Virginia.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

The proposed amendments to the regulations are not expected to have an impact on the institution of the family and family stability.

Board of Education Agenda Item

Item: _____ B. _____

Date: February 28, 2007

Topic: Report from the Board of Education's 2006-2007 Student Advisory Committee

Presenters: Mrs. Isis M. Castro and Mrs. Eleanor B. Saslaw, Members of the Board of Education and Sponsors of the Student Advisory Committee

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting

Action requested at future meeting: Final report and recommendations will be presented at the April 27, 2007, Board of Education meeting

Previous Review/Action:

No previous board review/action

Previous review/action
date: _____
action: _____

Background Information: Members of the 2006-2007 Student Advisory Committee were selected from more than 200 nominations received in November 2006 from public middle and high schools across the state. Each public middle school and high school was eligible to nominate one student for consideration. Statewide student organizations were also invited to submit nominees. The nominees completed an application packet that included letters of recommendation and essays.

Representatives of the Board of Education reviewed all applications and selected the new members according to Board of Education policy. The membership of the Student Advisory Committee is set forth in Article X of the Board of Education's bylaws. Of the 12 members of the Student Advisory Committee, one high school student is selected from each of the Department of Education's eight Superintendents' Study Group regions, and four middle school students are selected at-large (see attached membership list).

Summary of Major Elements: During the first meeting in December 2006, the members of the Student Advisory Committee discussed a broad spectrum of issues and concerns for students in the public schools across the state. From this discussion, the committee members selected three topics for in-depth study and divided into small work groups focused on the three topics.

At the committee's second meeting on February 27, 2007, the members will continue their discussions and formulate preliminary findings.

At the February 28th Board of Education meeting, the members of the Student Advisory Committee will be introduced and will present a summary of the topics selected for in-depth study.

Superintendent's Recommendation: N/A

Impact on Resources: Department of Education funds are used to support the work of the Student Advisory Committee by reimbursing for travel and other expenses related to the committee's meetings.

Timetable for Further Review/Action: The 2006-2007 Student Advisory Committee is scheduled to hold its final meeting on April 26-27, 2007. The committee will present its findings and final recommendations to the Board of Education at the April 27, 2007 meeting.

Members of the 2006-2007 Student Advisory Committee

Katlyn Allen
James River High School
Chesterfield County
Region I

Paula Lewis
Lynnhaven Middle School
Virginia Beach City
Region II

Adam Baker
Tabb High School
York County
Region II

Justin Scott
Franklin County High School
Franklin County
Region VI

Brian Bills
Charlottesville High School
Charlottesville City
Region V

Shelton Seaborn, Jr.
Greensville County High School
Greensville County
Region VIII

Rachel Chitwood
Pulaski County High School
Pulaski County
Region VII

Anna Skubel
George Washington Middle School
Alexandria City
Region IV

Emma Horton
West Point High School
West Point
Region III

Monique Sturdivant
T. C. Williams High School
Alexandria City
Region IV

Jeremy Jones
Bailey Bridge Middle School
Chesterfield County
Region I

Kenzie VanDerwerker
Bedford Middle School
Bedford County
Region V

Board of Education Agenda Item

Item: _____ C. _____

Date: February 28, 2007

Topic: Resolution Releasing Richmond City Public Schools from the Division-Level Review Process

Presenter: Kathleen M. Smith, Director, Office of School Improvement
Dr. Deborah Jewell-Sherman, Division Superintendent, Richmond City Public Schools
Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability,
Richmond City Public Schools

Telephone Number: (804) 225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Memorandum of Understanding

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

On April 4, 2005, the Board of Education and the Richmond City School Board entered into a Memorandum of Understanding (MOU) to voluntarily participate in a division-level review conducted by the Department of Education. The Board of Education accepted the findings of *Charting a New Course for Richmond Public Schools*, a report by the Council of Great Cities Schools, December 2003, in lieu of the on-site Report of Findings (ROF) for a division-level review as authorized by 8 VAC 20-700-50, which stated at the time of the MOU: "The Board may accept a school division-level review conducted by an organization or agency upon the request of a local school board if the review meets or exceeds the requirements for reviews conducted by the Department as prescribed in 8 VAC 20-700-40."

On June 27, 2005, the Richmond City School Board adopted a corrective action plan that addressed the essential actions indicated in findings of the division-level review. Attachment A is a copy of the essential actions and compliance indicators identified in the MOU. Attachment B is an updated copy of

the Richmond City Public Schools Balanced Scorecard (corrective action plan) indicating their progress

in meeting the essential actions and compliance indicators identified in the MOU.

In September 2005 the Richmond City School Board came before the Board of Education’s Committee on Lowest Performing Schools and summarized the progress made in meeting the compliance indicators for the essential actions as indicated in the division’s corrective action plan. At that time, the corrective action plan addressed the essential actions indicated in the MOU.

Summary of Major Elements

The division continues to monitor, modify, and implement the corrective action plan and has implemented essential actions that have promoted improved student achievement throughout the division.

In 2006-2007, 42 out of 49 or 86 per cent of the Richmond City Public Schools are rated as fully accredited. Of the seven schools not fully accredited, five schools are rated as accredited with warning and two are rated as conditionally accredited. The Department of Education continues to monitor and provide technical assistance to these schools through the academic review process, turnaround specialist program and the Partnership for Achieving Successful Schools (PASS) initiative.

NAME OF SCHOOL	PROGRAM OR TECHNICAL ASSISTANCE PROVIDED BY VDOE	ACCREDITATION STATUS
Richmond Alternative School	Continued assistance in writing and implementing an alternative accreditation plan.	Conditionally Accredited
George W. Carver Elementary	Turnaround Specialist is employed.	Conditionally Accredited
Martin Luther King, Jr. Middle School	Partnership for Achieving Successful Schools (PASS). Coach is working in the school at least 16 hours per month.	Accredited with Warning
Boushall Middle School	Turnaround Specialist is employed. Partnership for Achieving Successful Schools (PASS). Coach is working in the school at least 16 hours per month.	Accredited with Warning
Elkhardt Middle School	Turnaround Specialist is employed. Partnership for Achieving Successful Schools (PASS). Coach is working in the school at least 16 hours per month.	Accredited with Warning
Chandler Middle School	Turnaround Specialist is employed. Partnership for Achieving Successful Schools (PASS). Coach is working in the school at least 16 hours per month.	Accredited with Warning
Reid Elementary School	Partnership for Achieving Successful Schools (PASS). Coach is working in the school at least 16 hours per month.	Accredited with Warning

The summary of key responsibilities indicated in the MOU for the Board of Education and the Richmond

City School Board are as follows:

3. SUMMARY OF KEY RESPONSIBILITIES

- 3.1 **The School Board** and the Board of Education agree to the roles and responsibilities as described in Attachment II, which is specifically incorporated by reference in this MOU as if fully set forth herein..
- 3.2 **The School Board** agrees to develop, submit and implement a *division-level improvement plan* based on the essential actions and compliance indicators noted in Attachment I within 60 days of signing the MOU by the authorized representatives of the Board of Education and the School Board.

The roles and responsibilities as described in Attachment II of the MOU are included as Attachment C. The term of the MOU expired on December 31, 2006, and is defined in the MOU as:

1.6 **Term.** The Term of this MOU shall be from the date of the signature of the MOU by all parties to the MOU through December 31, 2006. Expiration of the Term of this MOU shall not serve as evidence that the Board of Education has determined that the School Board has completed all requirements of the division-level improvement plan and corrected all identified areas of non-compliance. The Board of Education shall identify all incomplete requirements and remaining areas of non-compliance in writing 60 days prior to completion of the Term. In the event that the Board of Education determines that the School Board has not completed all requirements of the division-level improvement plan and corrected all identified areas of non-compliance, the Board of Education may seek to extend the Term of this MOU by a majority vote of its members. The School Board and the Board of Education may extend the term of this MOU only by written amendment to this MOU.

If at any time during the term of this MOU or upon its expiration, the Board of Education determines that the School Board has completed all requirements of the division-level improvement plan and corrected all identified areas of non-compliance, the Board of Education shall by resolution notify the School Board.

The Richmond City School Board has completed all requirements of the division-level improvement plan and corrected all identified areas of non-compliance through the implementation and continued monitoring of the division-level improvement plan and has met the key responsibilities of the MOU as indicated in Attachment B.

The Board of Education did not meet in December; therefore, the request for the Board to pass a resolution notifying the Richmond City School Board of the expiration of the MOU could not be made until January. At the request of the Richmond City School Board, this request was postponed until this meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board, by resolution, notify the Richmond City School Board that with continued monitoring and reporting to the Board of Education, it is released from the Memorandum of Understanding for the division-level review.

Impact on Resources:

None

Timetable for Further Review/Action:

None

Attachment A

(Attachment I of the MOU) Part A: Richmond City Schools Division-Level Review - Compliance Indicators

<p style="text-align: center;">Essential Action</p>	<p style="text-align: center;">Implementation Timeline Level 1: Within 30 days of the approval of the division improvement plan Level 2: Within 60 days Level 3: Within 90 days</p>	<p style="text-align: center;">Compliance Indicators</p>
<p>1. School Board Leadership and Professional Growth</p>		<p>A. Defining the roles of the superintendent and school board: Using the attached draft of roles and responsibilities derived from the Code of Virginia and Virginia Board of Education regulations as a starting point, the Richmond City School Board and division superintendent will create and follow a similar outline of responsibilities, consistent with the requirements of the Code and state board regulations.</p> <p>B. Professional Development: Engage an organization that has experience in providing school board with professional development to assist the board in successfully achieving a delineation of the roles and responsibilities; political unity on establishing student achievement as a high priority; approving, and monitoring school and staff performance goals; and ensuring the successful implementation of the essential actions in the Memorandum of Understanding (MOU).</p> <p>C. Monitoring the MOU Essential Actions: Schedule progress reports, no less than once per quarter, on the implementation of the MOU essential actions. Schedule informative reports on instructional issues during each monthly meeting. As a means of reinforcing the importance of instructional issues, such reports should be early on the agenda to ensure interested staff and community members are present during the reports.</p> <p>D. Process Model for Establishing Goals: As an expected outcome of the professional training, the board will develop and follow a process model for reaching consensus on performance goals for student achievement for staff and schools, a process of accountability for the achievement of the goals and a process to evaluate the accomplishment of the goals.</p>

<p>2. Student Performance Goals for Each School</p>		<p>A. School-level performance goals: School-level student performance targets, based on the SOL test results, in English and mathematics will be established by the superintendent. The goals reflect individual targets that contribute to the division’s goals. Progress in achieving the school-level targets form the basis for division-level audits (Charting the Course) and staff evaluation goals (page 12 - GCSR).</p> <p>B. School-level monitoring plan progress toward the goals: Each school will complete a School Improvement Plan (SIP) that has benchmark targets on quarterly assessments as well as appropriate actions and strategies that will lead to attainment of the school performance goals. The plan will include the responsibilities and accountability process to ensure that teachers complete their assigned actions. The execution of this plan will be monitored through the division audits (Charting the Course) (page 12 and 13 - GCSR).</p>
<p>3. Standardized Quality Programs - Division-wide</p>		<p>A. A division review of all instructional programs and basal texts used in English and mathematics: The expected outcome of the review is to select a single reading program for each grade level that is research-based, has a high correlation to the SOL, essential skills, and has proven success. This does not preclude the use of appropriate materials to meet IEP requirements or other specified individual needs (GCSR – page 13). The review will include at least the following components:</p> <ol style="list-style-type: none"> 1. A written inventory of all instructional programs in each school will be developed in a matrix to allow comparisons across the division. 2. An analysis of a school’s performance using this program will be part of the matrix to determine the program’s effectiveness. Low-performing programs will be dropped. 3. If the instructional program has a research-based record of success outside the division, an analysis of the implementation steps will be conducted. Low-performing, but research-based programs that have been effectively implemented will be phased out. 4. The programs that survive the analysis in components 2 and 3 will be checked for correlation to the essential skills in the DOE curriculum framework. A written correlation matrix of essential skills and their location in the division-wide program as well as identified alternative materials-indexed to the essential skills will be the compliance indicator. Programs with less than 75% correlation will be dropped or modified to improve correlation if they are retained.

		<p>5. Develop a schedule of professional development that ensures a high quality implementation of the existing or new reading and mathematics programs for new as well as returning teachers. Develop a schedule to update new staff as they are hired.</p> <p>B. Implementation of a cohesive K-12 language arts program: Develop a timeline for the implementation of a single cohesive K-12 reading and language arts program, that is research based, of proven success and high correlation to the English SOL essential skills, complete with action steps to ensure appropriate professional development and assigned responsibilities.</p>
<p>4. Accountability System</p>		<p>A. Board Accountability: The school board identifies actions it will take to improve student performance and measures the progress on these goals.</p> <p>B. Staff Accountability: A major concern, as noted in several citations on page 28 of the GCSR, is that “staff lack any accountability for (student) performance.” The accountability system needs to be based upon achieving student performance targets if the division is to meet it goals. Compliance indicators include:</p> <ol style="list-style-type: none"> 1. A revision of the expectations in the administrative and teacher evaluation system to reflect expected progress in student achievement indicators such as the SOL tests, PASSMARK tests, PALS post-tests, division textbook reading and mathematics tests, etc. 2. Establishment of performance targets using other tests besides the SOL tests that measure student reading levels and math proficiency. Examples might include: division-wide reading diagnostic tests, textbook tests and validated program reading proficiency tests. 3. Quarterly reviews of student performance by school and classroom on the benchmark PASSMARK tests as a progress indicator toward performance targets. Evidence of these reviews will be documented actions taken to improve low performance in schools or classrooms. 4. Student achievement performance targets will be established for central office staff generated within their responsibility in a subject area or their contribution to school’s performance targets. 5. Develop a schedule of staff development for administrators to assist them in implementing the teacher evaluation system, documentation procedures, options for providing assistance to teachers and classroom observation techniques. 6. Develop a schedule of staff development for teachers to explain expectations and

		the procedures of the performance evaluation system.
5. Data and Assessment System		<p>A. Division-wide, aligned benchmark system: To address the concerns of the GCSR on page 36, a <u>written review</u> will be completed by Richmond Public Schools (RPS) staff of the tools used (Flanagan, Edutest, textbook or program tests, etc.) to assess student progress to determine: a) alignment of the tests, b) the value and use of the data for weekly, textbook and quarterly tests compared to the lost instructional time, c) the benchmark system used in non PASS schools, and d) the degree to which timely reports from the various tests used are available to teachers and principals in time to make use of the data. The outcome of the review will result in RPS staff recommending to the board and superintendent to address the concerns listed in the GCSR.</p> <p>B. Organizational support for assessment: To ensure the concerns noted on page 36 of the GCSR and the timely availability of test reports and accurate scoring, specific RPS staff members will be assigned responsibility for the various components of the testing program (i.e. PASS, quarterly assessment in non-PASS schools, Edutest, weekly tests, textbook tests, etc.). The responsibilities will be <u>specified and coordinated</u> to ensure appropriate and accurate test distribution, scoring, use of results, alignment to the SOL essential skills, test administration schedules and solving test use problems.</p>

Richmond Public Schools Balanced Scorecard – Strategic Objectives, Measures and Projects

Mission: [RPS will] Educate ALL students to become highly successful, contributing citizens in a global society. Revised 12/13/06

Vision: [RPS will become] A premier learning community that is the first choice for ALL in Richmond and recognized nationally for student excellence.

Goals:

1. Improve Student Achievement
2. Promote a Safe and Nurturing Environment
3. Provide Strong Leadership for Effective and Efficient Operations
4. Enhance Capacity Building through Professional Development
5. Strengthen Collaborations with Stakeholders

6. Increase Parent & Community Satisfaction

Balanced Scorecard Categories:
 Customer/Stakeholder
 Budget/Financial
 HR Learning and Growth
 Internal Business Process

Types of measures:

1. Outcome measures (also called results or end-of-process measures or lagging indicators) - example: EOC/EOG test results.
2. Process measures (also called in-process measures, performance drivers or leading indicators) - example: percentage of teachers using the state's curriculum.

Measures can include:

- quality measures (numbers of defects, mistakes, rework, complaints)
- timeliness measures (on-time delivery as defined by the customer)
- cycle time measures (response time, number of tasks completed on schedule)
- quantity measures (number of classes taught, number of requests handled per week, number of teachers certified)
- cost measures (cost per student, cost per teacher, cost per meal)
- customer satisfaction measures (percent favorable responses on surveys)

Status Indicators:

✓=Met target

◆=Improved over baseline, but did not meet target

\$=On hold due to budget issues

X=Did not meet target

DP=Data pending

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
Goal 1: Improve Student Achievement										
1.1 Improve student achievement by centrally developing, fully implementing locally, and continuously evaluating a rigorous, cohesive curriculum and instructional model and programs, complete with scope, sequence, schedule, formative assessments and rapid response teams.	1	EA2 EA3 EA6	1	YWB	Process Measures: 1.1.a Date of completion for the new and revised curriculum and instructional model for all core area subjects for all grade levels.	N/A	8/15/05 reading and math	9/1/05 & 8/30/06	Update Yearly	✓
		EA2 EA3 EA6	1	YWB	1.1.b Date of full implementation for the division's formative student assessment tool and process.	N/A	9/05 tool selected 1/06 qtrly data to the desktop	6/06 tool selected 10/06 projected data to the desktop	Review Yearly	✓
			1	YWB	1.1.c % of all students in grades two through eighth who are making satisfactory progress toward mastery of curricula as indicated by district formative assessments at the 1 st , 2 nd and 3 rd quarters.	N/A	Set Baseline	Baseline: Q1 50% Q2 60% Q3 70%	70%	✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
			1	YWB	1.1.d Date of completion for setting targets for division and school achievement	N/A	9/05 target set for schools	9/30/06 target set for schools	Update Yearly	✓
			1	YWB	Outcome Measures: 1.1.e % of eligible children enrolled in Pre-school education programs that meet or exceed standards as indicated by local assessments.	TBD in 2005/06	Set Baseline	70% (8 of 8 standards)	70%	✓
			1	YWB	1.1.f % of all third grade students that complete the year reading at or above grade level as indicated by district and state assessments.	74% 2004-05	78%	79%	90%	✓
			1	YWB	1.1.g % of schools that demonstrate mastery in all subject areas as demonstrated by achieving full state accreditation.	39 schools 76% 2003-04	41 schools 80%	44/51 schools 86%	100%	✓
			1	YWB	1.1.h % of schools that achieve AYP	27 schools 52%	30 schools (58%)	40/51 schools (78%)	100%	✓
			1	YWB	1.1.i % of students in senior class who graduate.	94% 2003-04	96%	95%	100%	◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
			1	YWB	1.1.j % of students who graduate in 4 years.	50.26% 2004-05	70%	55.5% 2005-06 data	85%	DP Waiting for state report
			2	YWB	1.1.k * % of students taking the SAT that score at or above 500 on the verbal and mathematics subtests.	Verbal = 20% Math= 15%	Verbal = 25% Math = 20%	Verbal= 36.5% Math= 34%	50%	✓
			2	YWB	1.1.m % of students and adults participating in Career and Technical Education programs who meet national, state and/or local standards.	N/A	Set Baseline	5% (students & adults meet standards) 78% (teachers industry certified)	65%	✓
					*SAT data do not distinguish among grade levels; some 09, 10, and 11 students take the SAT in addition to seniors.					
			2	YWB	1.1.n % of adults who meet national, state and/or local standards, including but not limited to GED and board certification/licensure.	54% 2004-05 32% 2003-04	40%	61%	75%	✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
			1	YWB	1.1.o % of PASS schools that meet AYP	50%	75%	13/17 76%	100%	✓
			1	YWB	1.1.p % of PASS schools that reach SOL accreditation.	76% 13/17	85%	76% 13/17	100%	*X See corrective action
			2	YWB	1.1.q % of high school students enrolled in dual enrollment and AP courses.	704/ 11%	15%	1113 18%	25%	✓
					1.1.r # of elementary schools that offer foreign language K-2.	14	20	16	29 schools (100%)	\$ ◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
<p>*Corrective Action: School Improvement Areas for 2006-07</p> <p>Boushall: English, Math, History</p> <p>Chandler: English, Math, History</p> <p>Elkhardt: English, Math, History</p> <p>King: English, Math</p>					<p>Instructional Specialists have observed in all priority middle schools and have developed corrective action plans for each content area. Content area progress is monitored through bi-weekly and 9-week assessments. Staff development sessions have been planned, and are held after school and during planning times. Coaches and tutors have been assigned to teachers and students needing additional assistance.</p>					

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
Goal 2: Promote a Safe and Nurturing Environment										
2.1 Implement a continuum of services to create safe, orderly and nurturing instructional environments to meet the diverse learning needs of all children.			2	FW	Process Measures: 2.1.a % of RPS school based staff trained in de-escalation process for student discipline and suspension.	15%	75%	40%	100%	◆
			2	FW	2.1.b % of students requiring an alternative education setting who are accommodated within the RCPS.	100%	100%	100%	100%	✓
			1	FW	Outcome Measures: 2.1.c % of RCPS schools that meet the federal and state standards for safe and nurturing schools.	100%	100%	100%	100%	✓
			2	RC	2.1.d % reduction in out of school suspensions.	5,376 (2004-05)	10% reduction	5,892 9.59% increase	40% reduction from 2004-05	*X See corrective action

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
<p>*Corrective Action: To decrease out of school suspensions for 2006-07, with a focus on the top 2 disciplinary infraction codes, defiance and disruptive demonstrations.</p>					<p>Strategies include:</p> <ul style="list-style-type: none"> • Training all staff in Fred Jones Model by Sept. 2007 • Implement Resolving Conflict Creatively Model in 7 elementary schools • Provide T/TAC Training for schools in partnership with VCU • Continuously track disciplinary referrals and intervene where appropriate • Roundtable discussion w/ schools, using past violation data to determine appropriate intervention • Implement a task force to recommend alternatives to out-of-school suspension • Determine and implement strategies for rewarding positive student behavior 					

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
2.2 Ensure instructionally sound and safe facilities through a facility planning process that uses standards that support educational objectives.	1		2	TS	Process Measures: 2.2.a % of the RCPS Facilities Master Plan phase I that is implemented.	N/A	Set Baseline	15.8% (3/19 sites)	TBD	✓
			2	TS	2.2.b % of CIP projects that are completed on schedule and within budget.	N/A	75%	11/14 79% (within budget) 11/14 79% (on schedule)	100%	✓
				TS	Outcome Measures: 2.2.c % of schools in compliance with federal and state standards including but not limited to ADA, technology, safety:					
					- technology	65%	75%	89%	100%	✓
					- ADA	8%	10%	8% (5/61 sites)	TBD	✗
					- safety	100%	100%	100% (safety staff at all sites are certified)	100%	✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
Goal 3: Provide Strong Leadership										
3.1 Implement an aligned system of management processes to include strategic planning, balanced scorecard, project management, school improvement planning, and department balanced scorecards.	4		2	DJS	Process Measures: 3.1.a % of PMOC projects completed on time and on budget.	N/A	70%	61% 11 of 18 projects	90%	\$ ◆
			2	DJS	3.1.b % of stakeholder groups receiving clear communications to convey the purpose and effect of the balanced scorecard.	N/A	100% of administrators	100% of administrators	100% of employees	✓
			2	DJS	Outcome Measures: 3.1.c % of departments and schools with a balanced scorecard and individual accountability tied to the BSC.	N/A	100%	97% (61/63) total: 51/51 schools 10/12 depart- ments	100%	◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
3.2 Implement an evaluation system of individual accountability that is aligned with division, school and/or department goals and expected outcomes.	3		2	HF	Outcome Measure: 3.2.a % of principals, non-instructional administrators and support staff who are rated as high-performing employees by their direct supervisors. (High performing means they use best practices to meet the needs of their internal and external constituents and they provide effective and efficient customer service.)	N/A	Establish Baseline	40% 21 of 52 principals rated "EE" for service to com- munity	75% improve- ment over 2006 baseline	✓
3.3 Implement a performance accountability and review process to ensure that support activities are conducted in a timely, cost effective and high-quality manner.	2,4	EA4 EA5 EA6	2	TS	Process Measures: 3.3.a Date when the division has established the process, organization and technology (data warehouse) for managing, organizing and evaluating data, including but not limited to assessment, federal and state compliance, financial and operational data.	N/A	1/06 (phase I)	N/A	1/08	Ⓢ

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
			2	TS	3.3.b Date when data warehouse tools are used for analysis and treatment as an operational process.	N/A	6/08	N/A	11/08	\$

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
			2	TS	<p>Outcome Measures:</p> <p>3.3.c % difference between RCPS administrative costs and comparable districts as defined by Project SERVE and as compared to Norfolk.</p>	<p>2004-2005: 2.60% (Administrative costs as % of total budget)</p> <p>Third lowest in administrative spending (compared with Project SERVE "comparable districts")</p> <p>In Norfolk, admin. costs are 54% higher than in Richmond.</p>	Within 10%	TBD (awaiting 2006 data)	Within 5%	DP ◆
			2	TS	3.3.d Average percentage of favorable ratings on internal customer satisfaction surveys for departments listed below.	2005-06	Establish baseline	N/A (Actual is baseline)	90%	
					<ul style="list-style-type: none"> Instruction & Accountability (C&I, EC, Guidance, SpEd, Research and Evaluation, Testing) 	85%				✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
					• Public Information Office	86%				✓
					• Professional Development and HRD	89%				✓
					• Pupil Personnel.	85%				✓
					• Technology	71%				✓
					• Finance and Internal Audit	90%				✓
					• Transportation	74%				✓
					• Plant Services and Property Management (Warehouse)	84%				✓
					• Purchasing (Textbooks)	86%				✓
					• Telecommunications	87%				✓
					• Budget/Planning	92%				✓
					• Risk	91%				✓
					• Food Services	68%				✓
					• Health Services	88%				✓
					• Grants	85%				✓
			2	TS	3.3.e Percentage of performance targets (financial and workload) met for the departments listed above for service activities:	N/A	80%		100%	◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
					<ul style="list-style-type: none"> • Instruction & Accountability (C&I/EC/Guidance, SpEd, Research and Evaluation, Testing) 	TBD 2005-06	Set Baseline	81%	100%	✓
					<ul style="list-style-type: none"> • Administrative Services (HR, PIO, Partnerships, Professional Development)) 	TBD 2005-06	Set Baseline	92%	100%	✓
					<ul style="list-style-type: none"> • Finance & Operations (Budget/Planning, Finance, Grants, Technology, Plant Services, Property Management, Transportation, Purchasing, Risk, Nutrition, Telecommunications) 	TBD 2005-06	Set Baseline	70%	100%	✓
			2	TS	3.3.f % of all grant funds, including but not limited to Title I funds, that are spent in direct support of division, school and/or department goals.	TBD in 2005-06	80%	100%	100%	✓
3.4 Implement a program of HR/Teacher Recruitment, Retention and Placement to meet the goals of division and ensure that schools are equitably staffed.	3	EA 4	2	HF	Process Measures: 3.4.a % of schools that are fully staffed with instructional personnel prior to the first student day of the school year.	100%	100%	100%	100%	✓
			2	HF	Outcome Measures: 3.4.b % of schools staffed according to a gold standard (highly qualified) in each area below:					

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
					- clear licensure (100% of teachers)	50%	60%	93%	100%	✓
					- advanced degrees (65%)	TBD in 2005-06	Set Baseline	4% (74% of schools have 30%-64% of classroom teachers with advanced degrees; 36% of all classroom teachers have advanced degrees)	100%	✓
					- first year teachers average teacher experience (25% or less)	TBD 2005-06	Set Baseline	98%	100%	✓
					- national board certification (15%)	TBD in 2005-06	Set Baseline	0% (26% of schools have at least 1 Nat. Bd. teacher)	100%	◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
					- teachers with over 5 years experience (75%)	TBD 2005-06	Set Baseline	26%	100%	✓
			2	HF	3.4.c Level of effectiveness of teachers as determined by increases in student achievement - % of teachers with an overall increase in students' SOL scores.	TBD from 2004-05 data	Set Baseline	TBD (pending implemen- tation of data ware- house)	100%	\$
Goal 4: Enhance Capacity Building through Professional Development										
4.1 Implement a quality professional development program for all staff that is aligned with the division, school and/or department goals and expected outcomes.	3	EA4 EA6	2	HF	Process Measures: 4.1.a % of instructional and support staff who complete professional development designed to deepen content knowledge or to improve the use of research based strategies and best practices to assist students in meeting rigorous academic standards.	N/A	100%	100%	100%	✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
			2	HF	Outcome Measures: 4.1.b % of all licensed administrators who meet new state standards for endorsements and certification.	100%	100%	100%	100%	✓
			1	HF	4.1.c % of teachers in RCPS who are highly qualified in accordance with RPS policy, State and Federal guidelines.	98.4%	99% (exclude special ed for 2006)	99.12%	100%	✓
Goal 5: Strengthen Collaborations with Stakeholders										
5.1 Implement a comprehensive and aligned system of partnering and volunteering leading to more meaningful involvement in schools resulting in increased student achievement.	1	EA2	2	HF	Outcome Measure: 5.1.a % increase in the number of business, government, civic, and community partnerships designed to impact specific district goals.	300 in 2005-06	10% over baseline	321 7% over baseline (1/2206 VA Mentoring Partnership survey)	25% over baseline	◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
5.2 Collaborate with appropriate local entities to implement a plan to increase student attendance and access to health services and to reduce truancy and dropout rates.	1	EA2	2	IJ	Outcome Measures: 5.2.a % of students dropping out.	15% (03-04) 4.71% (04-05)	10%	2.5%	2%	✓
			1	IJ	5.2.b % of schools that meet the overall NCLB standard for attendance and for all NCLB subgroups:					✓
					NCLB overall	54% 27/50	36%	62% 31/50		✓
					all NCLB subgroups	20% 10/50	36%	28% 14/50		◆
					5.2.c % of students/families that have access to health care services as reported by FAMIS.	TBD 2004-05	Set Baseline	86%	TBD	✓
					5.2.d % of early childhood students that participate in health care screening.	85%	100%	100%	100%	✓
5.3 Establish and implement protocol for internal and external communications throughout RPS.	1		2	HF/FC	Process Measure: 5.3.a Date when protocol is available for use.	N/A	01/06	12/06 (Target)	Update Yearly	◆

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
5.4 Implement a collaborative communications model to inform internal stakeholders about division goals, objectives and strategies in strategic plan and BSC.	1		2	HF/FC	Outcome Measures 5.4.a % of administrative staff trained on BSC.	N/A	100%	100%	100%	✓
				HF/FC	5.4.b % of teachers informed of BSC	N/A	100%	100%	100%	✓
				HF/FC	5.4.c % of support staff informed of BSC	N/A	100%	100%	100%	✓
Goal 6: Increase Parent & Community Satisfaction										
6.1 Implement a comprehensive and aligned system of support for parents and guardians leading to more meaningful involvement in schools with a focus on increased student achievement, improved attendance, reduced disciplinary infractions, and fewer dropouts.	1	EA2	2	HF/FC	Process Measures: 6.1.a % of parents who signed student/parent compact (Title I).	21%	40%	21%	90%	◆
			2	HF/FC	6.1.b % of parents in all elementary and middle schools who attend 1 st quarter parent conference.	33%	Set Baseline	33%	90%	✓
			2	HF/FC	6.1.c Number of parent volunteers.	1866	Set Baseline	1866	75%	✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
				HF/FC	6.1.d % of schools who have active PTA/PTO units.	65%	75%	TBD	100%	DP
			2	HF/FC	Outcome Measures: 6.1.e % of Richmond pre-kindergarten students who choose to attend RCPS elementary schools.	N/A	Set Baseline	76% 1030/1354	85%	✓
			2	HF/FC	6.1.f % of students enrolled in RCPS elementary schools who choose to attend RCPS middle schools.	N/A	Set Baseline	87% 1517/1743	85%	✓
			2	HF/FC	6.1.g % of students enrolled in RCPS middle schools who choose to attend RCPS high schools.	N/A	Set baseline	86% 1562/ 1823	85%	✓

Strategic Objective (by Goal)	BSC Cat.	MOU	Tier	Sponsor	Measures	Baseline	2006 Target	2006 Actual	2009 Target	Status
6.2 Ensure needed resources are allocated for all students through an objective process using standards and allocation formulas.	1	EA7 EA8	1	TS	Outcome Measure: 6.2.a % of schools at acceptable standard for: <ul style="list-style-type: none"> - media resources - media equipment - technology - textbooks - instructional supplies, materials and equipment - co-curricular programs - course offerings - CTE course offerings 	TBD	Set standard in 2005-06	12/06 (Target pending approval of acceptable standard criteria)	100% 100% 100% 100% 100% 100% 100%	DP 

Acceptable Standard Setting for 6.2.a

Media Resources

Books (10 per child) copyright date no more than 15 years old

Videos

Online resources

Journals

1 set encyclopedias (less than 5 years old)

Magazines

Media Equipment

_____ 1	circulation desk	_____ Video Streaming
_____ 5	student work stations	_____ Automated System

Technology Equipment

_____ Digital Camera/video camera	_____ Smart Board
_____ Overhead Projector	_____ Document Camera
_____ Disc Players	_____ CBL Equipment
_____ Video Teleconferencing Camera	_____ Probewear
_____ T.V.	_____ Color Copiers
_____ LCD Projector	_____ Poster Maker
_____ CD Players	_____ Laminator
_____ Cameras	_____ Timers
_____ VCR/DVD Players	_____ Scanners
_____ CD/DVD Writer	_____ Computers
_____ Tape Recorders	_____ Printers
_____ AverKey (connect TV to computer)	_____ Calculators
_____ Lab-on-a-Cart	_____ TI Navigators

Textbooks (current within 6 years)

- 1 Copy for each child in core content areas
- 1 Class set for electives
- Every teacher has all resources with textbooks

Course Offerings

- Distance Learning
- Based on student request
- Dual enrollment
- Co-curriculum programs
- Zone school and other program offerings

(Attachment II of the MOU) Division-Level Academic Review: Summary of Key Responsibilities

VISIT TYPE	Superintendent	Central Office Staff	Review Team
<p>Monitoring team Visits</p>	<p><u>Before:</u></p> <ul style="list-style-type: none"> • Ensure staff are prepared for visit • Ensure completion of any additional tasks assigned • Prepare documentation of plan development/implementation and essential action implementation according to timelines • Establish work space for team with computer/printer and internet access • Inform board of pending follow-up visit, and determine if any will attend exit meeting <p><u>During:</u></p> <ul style="list-style-type: none"> • Provide reviewers with any additional/new information that may impact findings • Be available to reviewers on days of review to answer follow-up questions • Provide division-level information, as needed, to assist reviewers • Attend exit meeting (Cumulative Progress Report) with up to 2 board members, if any <p><u>After:</u></p> <ul style="list-style-type: none"> • Debrief with staff • Present findings at board meeting • Take additional action as necessary, based upon results of follow-up visit 	<p><u>Before:</u></p> <ul style="list-style-type: none"> • Prepare documents and complete tasks, as assigned by review team, in preparation for follow-up visit. • Assist superintendent as requested <p><u>During:</u></p> <ul style="list-style-type: none"> • Be available to reviewers on days of review to answer follow-up questions • Provide division-level information, as needed, to assist reviewers • Attend exit meeting (presentation of Cumulative Progress Report), if requested by superintendent <p><u>After:</u></p> <ul style="list-style-type: none"> • Assist superintendent in developing and implementing corrective action plan and implementing essential actions, as requested 	<ul style="list-style-type: none"> • Prepare materials for follow-up visit • Confirm visit date with superintendent • Coordinate with all review team members <p><u>During:</u></p> <ul style="list-style-type: none"> • Analyze data • Review tasks to have been completed • Analyze corrective action plan development/implementation • Interview staff, superintendent • Prepare Cumulative Progress Report • Share results with superintendent and board member(s) <p><u>After:</u></p> <ul style="list-style-type: none"> • Prepare final Review of Findings and mail to superintendent and board chair • Present findings to Board of Education

Throughout the Division-Level Academic Review process, the local school board should take those actions necessary that will enable the superintendent and central office staff to assist the board in meeting its responsibilities for increasing educational performance as described in the Standards of Quality.

- D. The Board shall publish a list of recommended instructional interventions which may be amended from time to time.
- E. Adoption of instructional interventions referenced in subdivisions B and D of this section shall be funded by eligible local, state, and federal funds.

The criteria for identifying and selecting instructional models/programs were originally approved at the January 6, 2003, Board of Education meeting. At the January 26, 2004, Board of Education meeting, disclaimers for identifying and selecting models/programs were also approved. A revision to terminology used is required to reflect the recent revisions in the SOA.

Summary of Major Elements

Changes in Section 8 VAC 20-131-310 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as adopted by the Virginia Board of Education on May 24, 2006, revised the term instructional “models/programs” to “instructional interventions.” The change of terms must also be reflected in the criteria and disclaimers approved by the Board. Attachment A reflects the change in terms.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt a revision to the terminology used in the criteria and disclaimers to identify and select instructional interventions.

Impact on Resources:

The responsibility can be absorbed by the agency’s existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other resources may be required.

Timetable for Further Review/Action: Following approval, a revision will be made to the terminology used in the criteria and disclaimers to identify and select instructional interventions.

Instructional Interventions Models/Programs ~~That Include Instructional Methods~~ That Have Proven to Be Successful with Low-Achieving Students

Program Descriptions for Board of Education

Disclaimers:

1. Recommendation of instructional ~~methods or models/programs~~ interventions with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any ~~model/program~~ instructional intervention, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional ~~methods or models/programs~~ interventions that are not recommended so long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, on forms provided by the Department of Education, documentation that the instructional ~~methods or models/programs~~ interventions chosen meet the Board's criteria prior to implementation.
2. Some of the instructional ~~methods or models/programs~~ interventions have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of an ~~model or~~ instructional intervention method should not be interpreted as endorsement of the associated textbook materials. Before adopting any ~~model/program~~ instructional intervention with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the ~~method~~ instructional intervention will be used.
3. Products and services on the list may not be available in all areas of the Commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Instructional Interventions Models/Programs that Include Instructional Methods That Have Proven to be Successful with Low-Achieving Students

The *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective ~~September 28, 2000~~, May 24, 2006, require schools accredited with warning in English or mathematics to adopt and implement instructional methods interventions that have a proven track record of success at raising student achievement. The Board of Education is required to publish a list of recommended instructional methods interventions, which may be amended from time to time. The following is a list of ~~models/programs~~ instructional interventions that ~~incorporate instructional methods~~ that have proven to be successful in working with low achieving students. Prior to or concurrently with adopting any ~~model/program~~ instructional intervention a school is expected to align its curriculum with the Standards of Learning.

School divisions will be required to submit requests to use locally developed or selected ~~models~~ instructional interventions that are not on the Board's list to the Department of Education for approval at least 60 days prior to implementation. The request with supporting documentation must be submitted on forms obtained from the Department of Education. Documentation is not required for textbooks selected from the state textbook adoption lists.

The forms for requesting approval of a ~~model/program~~ an instructional intervention are available on the Virginia Department of Education Web site at

<http://www.pen.k12.va.us/VDOE/Forms>

<http://www.doe.virginia.gov/VDOE/Instruction/title1/index.shtml>. School divisions will be asked to certify that their chosen ~~instructional method or model/program~~ intervention has been approved by the Department of Education in their pre-accreditation submission to the Division of Education Accountability.

Criteria for Recommended ~~Models/Programs~~ Instructional Interventions

1. **Scientifically-based evidence of effectiveness:** The effectiveness of ~~models/programs~~ instructional interventions are justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the ~~models/programs~~ instructional interventions. The major components of the ~~model/program~~ instructional intervention include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the ~~model/program~~ instructional intervention. The ~~model's/program's~~ instructional intervention's effectiveness in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student achievement on Virginia's Standards of Learning tests have been sustained over time.
2. **Implementation and capacity for technical assistance:** The ~~model/program~~ instructional intervention has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.

3. **Replicability:** The ~~model/program~~ instructional intervention effectiveness has been demonstrated through multiple investigations in numerous locations with low-achieving students.

4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics:** The content of the ~~model/program~~ instructional intervention correlates with the Virginia Standards of Learning in English or mathematics or the ~~model/program~~ instructional intervention can be adapted to the Virginia Standards of Learning.

At the February 26, 2004, Board of Education meeting, the original criteria were approved for identifying and selecting research-based instructional models/programs that have a proven track record of success at raising student achievement in English and/or mathematics. At today's meeting, revisions were proposed to reflect an update in the terminology from "models/programs" to "instructional interventions."

Criteria for Recommended Instructional Intervention

1. **Scientifically-based evidence of effectiveness:** The effectiveness of interventions is justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the interventions. The major components of the intervention include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the intervention. The effectiveness of the intervention in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student achievement on Virginia's Standards of Learning tests have been sustained over time.
2. **Implementation and capacity for technical assistance:** The intervention has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.
3. **Replicability:** The effectiveness of the intervention has been demonstrated through multiple investigations in numerous locations with low-achieving students.
4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics:** The content of the intervention correlates with the Virginia Standards of Learning in English or mathematics or the intervention can be adapted to the Virginia Standards of Learning.

At the February 26, 2004, Board of Education meeting, revisions to the disclaimers for identifying and selecting instructional interventions were approved. At today's meeting, revisions were proposed to reflect an update in the terminology from "models/programs" to "instructional interventions."

Disclaimers:

1. Recommendation of instructional interventions with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any intervention, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional interventions that are not on the recommended list as long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, documentation that the instructional interventions chosen meet the Board's criteria prior to implementation.
2. Some of the instructional interventions have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of an instructional intervention should not be interpreted as endorsement of the associated textbook materials. Before adopting any intervention with associated materials, the school

should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the intervention will be used.

3. Products and services on the list may not be available in all areas of the Commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Summary of Major Elements

The Board of Education established that there would be a quarterly review of instructional interventions to satisfy the provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Attached is a proposed additional instructional intervention for consideration by the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the additional instructional intervention as proposed for the Board-approved list.

Impact on Resources:

Adoption of instructional interventions to meet the provisions of 8 VAC 20-131-310 B and D shall be funded by eligible local, state, and federal funds. The Department of Education reviews and evaluates instructional interventions submitted for inclusion on the Board's list. The impact can be absorbed by existing resources of the agency. If the agency is required to absorb additional responsibilities related to this review and evaluation, other services may be impacted.

Timetable for Further Review/Action: N/A

Proposed Addition
Virginia Board of Education Approved Research-Based Instructional Interventions That Have a
Proven Track Record of Success at Raising Student Achievement in English and/or Mathematics
January 10, 2007

English/Reading

Model/Program	K - 3	4 - 8	9 - 12
Supplemental/Intervention:			
<i>Saxon Phonics and Spelling K-3</i>	X		

Saxon Phonics and Spelling K-3

IN BRIEF

Developer	Harcourt Achieve
Year Established	2005
# Schools Served	Six schools in five school divisions
Level	Grades K-3
Primary Goal	The primary goal for students at the kindergarten level is to recognize and replicate the sounds of the letters of the alphabet. The goal for students in grades 1-3 is to read all assigned materials and to experience the pleasure of independent reading.
Main Features	The structure is incremental development and continual review, building on prior learning. New learning is presented in small increments and reviewed through the year. The program consists of a series of self-contained lesson booklets that guide the teacher and students. The program provides a model dialogue and lesson plans for the teachers.
Results	A Virginia pre- and post-test research study of 40 kindergarten students showed a significant increase in the number of students receiving perfect scores on Phonological Awareness and Literacy Screening (PALS). Five Virginia school divisions are listed as willing to testify to the quality of the program. Pre- and post-test studies from elementary schools in eight other states also demonstrated significant increases in phonics achievement in grades 1-3.
Impact on Instruction	The program is designed to be taught in a specific order. The program developer does not recommend skipping lessons or teaching them out of sequence.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers and administrators must participate in professional development to ensure proper implementation of the program.
Subject-Area Programs Provided by Developer	The following areas are addressed: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Comprehension • Fluency acquisition and practice • Handwriting practice • Spelling • Assessment and remediation
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes

Rural	Yes
Parental Involvement	None
Technology	None
Materials	Materials provided by Harcourt Achieve

Origin/Scope

Saxon Phonics and Spelling K-3 is an enhancement of Saxon’s original *Phonics K-2* program.

General Description

Saxon Phonics and Spelling K-3 is a supplemental series that teaches phonemic awareness, phonics, spelling and fluency. It is based on the premise that students learn best if instruction, practice, and assessment are incremental and repeated across the grade level.

For more information, contact:

Larry Ferguson
1264 Druid Place, NE
Atlanta, GA 30307
Phone: 770 329-8600
E-mail: larry.ferguson@harcourtachieve.com

Board of Education Agenda Item

Item: F.

Date: February 28, 2007

Topic: First Review of Proposed Additions to the Board-Approved List of Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*

Presenter: Ms. Roberta Schlicher, Director, Office of Program Administration and Accountability

Telephone Number: 804-225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date January 10, 2007
action Revised list of Supplemental Educational Services Providers

Background Information: The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering supplemental educational services during the 2006-2007 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a nonprofit entity, a for-profit agency, or a school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and mathematics Standards of Learning and achieving proficiency on Standards of Learning tests.

Under the federal law, the state educational agency must develop and apply objective criteria to identify potential supplemental education services providers. The criteria must include the ability of a provider to show a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards. The criteria allow programs that do not have a record of effectiveness to seek conditional approval. The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational

services providers. The Board is required to maintain this list of approved providers across the state, by school division, for use by parents for selection of services. Potential providers must be given annual notice of the opportunity to provide supplemental educational services and the procedures for obtaining approval from the state educational agency.

Summary of Major Elements: On July 25, 2002, the Board of Education adopted the NCLB criteria for the approval of supplemental educational services providers. The criteria specified that providers:

- demonstrate the ability to provide parents and the local education agency (LEA) with information on the progress of children in a format and language that parents can understand;
- document a track record of effectiveness;
- ensure that the instruction provided and the content used are consistent with the instruction and content used by the LEA and are aligned with the state’s student academic achievement standards;
- meet all federal, state, and local health and safety and civil rights laws;
- ensure that all instruction and content are neutral and non-ideological; and
- offer services within a financially sound management structure.

At its September 2002 meeting, the Board of Education approved the initial list of recommended supplemental educational services providers and recommended revisions to the list in subsequent meetings. Subsequent revisions to the initial list have been made on a regular basis. As shown below, the department recommends adding six providers to Virginia’s Board-approved list. Provider contact information is attached.

Proposed Providers Added

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
Kaplan K-12 Learning Services	Reading/Language Arts (3-6)	All School Divisions
Longwood Center for Communication, Literacy and Learning	Reading/Language Arts PK-12; Mathematics (PK-12)	Amelia County, Buckingham County, Charlotte County, Cumberland County, Lunenburg County, Mecklenburg County, Nottoway County and Prince Edward County
Mathnasium Reston Mathematics Learning Center	Mathematics (2-12) Conditional Approval *	Fairfax County and Loudoun County
Reach for Tomorrow	Reading/Language Arts (K-5)	All School Divisions
Standards of Excellence Children’s Development Center Tutoring Program	Reading/Language Arts (K-8)	Amelia County and Dinwiddie County
Sylvan Learning Center Portsmouth	Reading/Language Arts (K-6)	City of Portsmouth, City of Suffolk, City of Chesapeake, and Isle of Wight County

*A conditional approval refers to a newly-developed program that does not have a record of effectiveness to draw upon.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of supplemental educational services providers.

Impact on Resources: School divisions with identified Title I schools in School Improvement are required to set aside an amount equal to 20 percent of the local educational agency's Title I, Part A, allocation for the provision of supplemental educational services and other Title I School Improvement requirements, as appropriate.

The provisions of the *No Child Left Behind Act of 2001* have an impact on the agency's staff resources. This impact can be absorbed through the agency's existing resources at this time. If the agency is required to assume additional duties related to review and approval of supplemental educational services providers, other services will be impacted.

Timetable for Further Review/Action: The solicitation and review of potential supplemental educational services providers are ongoing.

PROPOSED ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS

Recommended: February 28, 2007

Providers Added

Name of Provider	Contact Information	Focus and Grade Levels	Provider Service Areas
Kaplan K-12 Learning Services	Mr. Stuart Udell, President One Liberty Plaza, 22 nd Floor New York, NY 10006 Phone: (888) 527-9273 Fax: (212) 313-4800 E-mail: ses@kaplan.com Web site: www.kaplank12.com	Reading/Language Arts (3-6)	All School Divisions
Longwood Center for Communication, Literacy and Learning	Dr. Ruth Lyn Meese 201 North Main Street P. O. Box 513 Farmville, VA 23901 Phone: (434) 395-2972 Fax: (434) 395-2148 E-mail: LCCLL@longwood.edu Web site: www.longwood.edu	Reading/Language Arts PK-12; Mathematics (PK-12)	Amelia County, Buckingham County, Charlotte County, Cumberland County, Lunenburg County, Mecklenburg County, Nottoway County and Prince Edward County
Mathnasium Reston Mathematics Learning Center	Ms. Monica Lewis 11130-C South Lakes Drive Reston, VA 20191 Phone: (703) 391-1234 Fax: (703) 391-2110 E-mail: reston@mathnasium.com Web site: www.mathnasium.com	Mathematics (2-12) Conditional Approval*	Fairfax County and Loudoun County
Reach for Tomorrow	Mr. Peter K. Underwood 13888 Lewis Mill Way Chantilly, VA 20151 Phone: (703) 818-1425 Fax: (703) 266-5389 E-mail: reachft@reachfortomorrow.org Web site: www.reachfortomorrow.org	Reading/Language Arts (K-5)	All School Divisions
Standards of Excellence Children's Development Center Tutoring Program	Ms. Marian Johnson 14650 McKenney Highway McKenney, VA 23872 Phone: (804) 478-4848 Fax: (804) 478-5488 E-mail: soedirector@hglt.org or Livingministries@hglt.org	Reading/Language Arts (K-8)	Amelia County and Dinwiddie County
Sylvan Learning Center Portsmouth	Ms. Alison Bond 3280 Academy Avenue Portsmouth, VA 23703 Phone: (757) 686-3626 Fax: (757) 686-3682 E-mail: sylvan3port@yahoo.com Web site: www.educate.com	Reading/Language Arts (K-6)	City of Portsmouth, City of Suffolk, City of Chesapeake, and Isle of Wight County

*A conditional approval refers to a newly-developed program that does not have a record of effectiveness to draw upon.

Summary of Major Elements: During December 2006, the Department convened a team of secondary mathematics educators and developed a set of proposed Standards of Learning for a new, optional mathematics course. The new offering, tentatively titled, “Algebra, Functions, and Data Analysis,” is intended to assist students in building more advanced mathematical foundations in preparation for higher level mathematics coursework. The new course would help students to:

- model real world phenomena using algebra;
- analyze and represent algebraic relationships and functions using tables, equations, and graphs;
- translate easily between representations of functions;
- select and use appropriate statistical methods to analyze data; and
- develop and evaluate inferences and predictions that are based on data.

The course would be above the level of algebra and geometry. With approval by the Board, this new, optional course could be used to satisfy a mathematics credit for graduation.

Attachment A contains the proposed Algebra, Functions, and Data Analysis Standards of Learning.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the proposed Algebra, Functions, and Data Analysis Standards of Learning for first review.

Impact on Resources: The resources needed to develop the curriculum framework for this course may be absorbed by the Department’s existing resources at this time. School divisions implementing the proposed course would need to provide textbooks and other instructional materials for students.

Timetable for Further Review/Action: The Standards of Learning Development Work Plan calls for public hearings, final review and adoption of the Standards of Learning by late spring 2007, to be followed by the development of a curriculum framework.

Algebra, Functions, and Data Analysis

The following standards outline the content for a one-year course in Algebra, Functions, and Data Analysis. This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, or exponential equations or a system of equations.

Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication throughout the course.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions.

The infusion of technology (graphing calculator and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

Algebra, Functions, and Data Analysis

Algebra and Functions

- AFDA.1 The student will investigate and analyze function (linear, quadratic, and exponential) families and their characteristics. Key concepts include:
- continuity
 - local and absolute maxima and minima
 - domain and range
 - zeros
 - intercepts
 - intervals in which the function is increasing/decreasing
 - end behaviors
 - asymptotes
- AFDA.2 The student will use knowledge of transformations to write an equation given the graph of a function (linear, quadratic, and exponential).
- AFDA.3 The student will collect data and generate an equation for the curve (linear, quadratic, and exponential) of best fit to model real-world problems or applications. Students will use the best fit equation to extrapolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

- AFDA.4 The student will transfer between and analyze multiple representations of functions including algebraic formulae, graphs, tables, and words. Students will select and use appropriate representations for analysis, interpretation, and prediction.
- AFDA.5 The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

Data Analysis

- AFDA.6 The student will calculate probabilities. Key concepts include:
- a) conditional probability
 - b) dependent and independent events
 - c) addition and multiplication rules
 - d) counting techniques (permutations and combinations)
- AFDA.7 The student will analyze the normal distribution. Key concepts include:
- a) characteristics of normally distributed data
 - b) percentiles
 - c) normalizing data using z-scores
 - d) area under the standard normal curve and probability
- AFDA.8 The student will design and conduct an experiment/survey. Key concepts include:
- a) sample size
 - b) sampling technique
 - c) controlling sources of bias and experimental error
 - d) data collection
 - e) data analysis and reporting

Summary of Major Elements:

For the 2007–2008 transitional plan, only certain components of the USED template are required, as noted throughout the plan. Of the items required in Part A: State Plan Narrative, OVAE has not provided all of the information needed for completion of the Accountability and Evaluation and Financial sections at this time. Within the Accountability and Evaluation section of the law is the requirement for student assessment of career and technical education courses or programs. At this time, the OVAE has not provided guidance on the requirements for student assessment.

Information in Part B: Budget Forms, is based on proposed funding amounts.

Information for Part C: Accountability Forms, has not been finalized by OVAE at this time. Data for the following performance standards will be pre-populated by OVAE from Virginia's NCLB data: Academic Attainment Reading/Language Arts; Academic Attainment Mathematics; and Student Graduation Rates. Data for the remaining performance standards cannot be determined until OVAE has finalized definitions and terms to be used. These performance standards include: Secondary School Diploma, Diploma and Other Credential; Nontraditional Participation and Nontraditional Completion.

For the first time, Perkins IV requires sanctions for not meeting performance standards at both the state and local level. Negotiations for the level of performance between the state and OVAE will continue to be negotiated under this law. However, Perkins IV has added a negotiation process for performance standard levels between the state and each local division served. These negotiations must ensure that the state levels required by OVAE are met. The earliest sanctions at the state level would be during the 2008–2009 year although this is still being discussed. Sanctions at the state level can include reduction of state administration funds. Historically, Virginia has met 100 percent of its performance standards. At this point, the sanctions for local divisions do not take effect until 2009–2010. Sanctions at the local level have not been determined.

At the postsecondary level, some definitions have been determined but there is still ongoing discussion as to what, if any, performance standards the postsecondary level will be held accountable for.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review Virginia's proposed transitional state plan for the *Carl D. Perkins Career and Technical Education Act of 2006*.

Impact on Resources:

Impact on resources will be determined by requirements of the Perkins IV law.

Timetable for Further Review/Action: As additional information is provided by OVAE, the plan will be completed and presented for final review at the March 28, 2007, State Board of Education meeting.

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Virginia

Eligible Agency Submitting Plan on Behalf of State:
Virginia Board of Education

Person at, or representing, the eligible agency responsible for answering questions
on this plan:

Signature: _____

Name: Elizabeth M. Russell

Position: State Director, Career and Technical Education, Virginia Department of Education

Telephone: (804) 225-2847

Email: Elizabeth.Russell@doe.virginia.gov

Type of State Plan Submission (check *all* that apply):

6-Year

1-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-1); A8; B1; and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs	Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs
Financial Requirements	All items required	All items required
EDGAR Certifications	All items required	All items required
Other Assurances	All items required	All items required
PART B: BUDGET FORMS		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART C: ACCOUNTABILITY FORMS		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	Measurement definitions and approaches for all core indicators Baseline data and performance levels as provided.
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	Measurement definitions and approaches for all core indicators Baseline data and performance levels as provided.

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

A. Statutory Requirements

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**
- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**
- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**
- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**
- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State**

agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-1); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.

Introduction:

Secondary

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding.

This section describes:

- Virginia activities designed to meet or exceed negotiated levels of performance;
- The criteria that will be used to approve local applications;
- How students will be prepared for postsecondary opportunities and careers; and
- How funds will be used for development of new courses and programs are described in this section.

Postsecondary

VCCS positions now dedicated to Perkins, Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College (a college recovery program targeted to young adults ages 18-24 who do not have a high school diploma or GED), Career Readiness Certificate, and Institute of Excellence credit and non-credit programs in emerging technologies will come together in a new

VCCS career pathways unit to report to the Vice Chancellor of Workforce Development.

Community college degree and certificate programs, apprenticeship-related instruction (offered in Virginia through both community colleges and secondary schools), and even non-credit programs of sufficient length and duration to result in student attainment of industry certifications or licensures will constitute the postsecondary component of VCCS programs supported through Perkins. To meet VCCS requirements for Perkins funding, programs of study (for career pathways) will have to:

- Demonstrate that they afford students the opportunity for attainment of industry-recognized skills and knowledge and career planning and job seeking skills;
- Demonstrate that they integrate rigorous academic as well as technical core content;
- Provide opportunities for students to prepare for and earn an industry credential, state licensure, college certificate or diploma, and/or an associate or baccalaureate degree;
- Provide opportunities for project or work-based learning (i.e. internships, co-ops, business-driven project-based learning, service learning, apprenticeships, and field experience); and
- Articulate with a higher level of education or credentialing, if appropriate to the field of study, or be in the process of seeking such articulation.

By 2007-2008, all Perkins funded programs of study will be actively moving towards state approval as career pathways.

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
- i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Secondary career and technical education in Virginia has eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.

During the 2007–2008 transition year of the *Carl D. Perkins Career and Technical Education Act of 2006*, Virginia will provide a statewide program of study under the Information Technology Cluster: Interactive Media career pathway for adoption by local educational agencies and postsecondary institutions as an option to students when planning for and completing future coursework. This program of study incorporates both the secondary and postsecondary elements through a statewide articulation agreement (Information Technology-Web Technologies) and a career pathway program of study that provides a consistent procedure whereby high school graduates of public schools in the Commonwealth of Virginia who are enrolled in this program may transition into the community college associate of applied science or associate of science degree program in Information Technology without duplication of instruction.

Appropriate academic and career and technical courses are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These required SOL and essential competencies align with the required preparation for postsecondary education help to prepare students for both postsecondary education and the workplace.

Secondary students may also earn Virginia Community College System college credits through dual enrollment in lieu of receiving credits through the statewide articulation agreement for Information Technology-Web Technologies.

This program of study will lead to industry certification at the secondary level in Internet Computing and Core Certification (IC³). The three levels of testing for this certification are: computing fundamentals, keyboarding, and living online (IC³) that prepare the student for further industry certification and an associate or baccalaureate degree at the postsecondary level.

Local educational agencies may also develop local agreements and programs of study with community or four-year colleges that include the required components as set forth in the *Carl D. Perkins Career and Technical Education Act of 2006* and that have been approved by the Virginia Department of Education, Office of Career and Technical Education Services, and the Virginia Community College System.

In 2007–2008, the VCCS will take the lead in working with the VDOE, colleges, universities, and school divisions to identify career and technical education program areas, other than Information Technology–Web Technologies, that are appropriate to the development of additional statewide programs of study and articulation agreements.

To achieve the goal of developing statewide career pathways, the VDOE and VCCS will work with state-level stakeholders in education and economic and workforce development to identify and prioritize from the list of United States Department of Education career clusters and pathways, those pathways that are most critical to Virginia's economic future. From the list of prioritized pathways, the VCCS will work with colleges to develop a core set of competencies at the postsecondary level for each identified pathway. These competencies will then become the foundation for a core or common set of foundation level courses for each selected pathway that will be uniform throughout the VCCS. This common core of foundation level courses could be offered not only by all VCCS colleges offering the identified career pathways, but would also serve as the core set of courses for apprentice-related instruction, dual-enrollment, and other education and training programs connected to the VCCS career pathways system. From this common set of competency-based foundation courses, the VCCS will be able to work with VDOE and universities to establish statewide articulation agreements.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.

The statewide program of study has been developed through collaborative efforts between the Virginia Department of Education and the Virginia Community College System and disseminated to local educational agencies and postsecondary institutions.

Secondary and postsecondary faculty and business and industry representatives were utilized to develop the program of study with the required components.

The Department of Education will also approve locally developed programs of study for local education agencies that: 1) are submitted through the required Local Plan and Budget process; 2) have been approved through the appropriate postsecondary institution that the program of study is articulated with; and 3) meet the required components of the Perkins law.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Virginia has a history of successful implementation of articulation projects, beginning in the late 1970s. *Articulation* is defined as a process of instructional coordination by which students can proceed from one program level to the next in an orderly manner. Its purpose is to assure that students receive all necessary instruction without duplicating what they have already learned. The focus of articulation is on agreements established between secondary and postsecondary schools, including active business and industry involvement.

The 2004 Virginia General Assembly directed the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE).

A task force of staff members and stakeholders from the Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) and the State Committee on Transfer, comprised of representatives of VDOE, VCCS, and four-year institutions, made the decision to develop statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels and different locales.

Work teams identified both components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program areas. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Maintenance of the Agreement
- Specific Conditions
- Assessment and Data Collection
- Implementation.

The Virginia Community College presented on behalf of the three agencies (VDOE, VCCS, and SCHEV) to the Advisory Council on Career and Technical Education and the report was approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly to the 2005 Regular Session of the General Assembly. (House Document No. 33, Publication Year 2005, “Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education”, State Council of Higher Education for Virginia, Board of Education, and State Board for Community Colleges, Enabling Authority HJR 125 [2004])

This report then led to the following amendment to the *Code of Virginia* in 2004 (only appropriate sections included in this plan):

§ 23-38.88. Eligibility for restructured financial and administrative operational authority.

...

B. The Board of Visitors of a public institution of higher education shall commit to the Governor and the General Assembly by August 1, 2005, through formal resolution adopted according to its own bylaws, to meeting the state goals specified below, and shall be responsible for ensuring that such goals are met, in addition to such other responsibilities as may be prescribed by law. Each such institution shall commit to the Governor and the General Assembly to:

...

6. Consistent with its institutional mission, develop articulation agreements that have uniform application to all Virginia community colleges and meet appropriate general education and program requirements at the four-year institution, provide additional opportunities for associate degree graduates to be admitted and enrolled, and offer dual enrollment programs in cooperation with high schools.

Based on this report and the enacted *Code of Virginia*, Virginia has developed and implemented one statewide articulation agreement between the VDOE and VCCS and others are in progress. The VCCS and SCHEV have also agreed on identified articulated courses. This process will continue to allow teams of VDOE, VCCS, and SCHEV representatives to develop and implement additional articulation agreements between secondary and postsecondary education institutions and will assist local educational agencies and postsecondary institutions in the implementation of these agreements.

The identified components also allow the development of articulation agreements at the local level, which are then approved at the state level by the Virginia Department of Education and the Virginia Community College System.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

As programs of study are developed through this process and approved by the Virginia Department of Education and Virginia Community College System, they will be disseminated electronically and through professional development activities for career and technical administrators, deans, provosts, Tech Prep directors, supervisors, guidance counselors, and career coaches.

Specifically, the information for Career and Technical Education Programs of Study (referred to in Virginia as Plans of Study) will be disseminated through the following methods as they are developed and approved at the state level:

- Career and technical education administrative meetings at both the secondary and postsecondary levels;
- The Virginia Department of Education, Office of Career and Technical Education Web site in the *Administrative Planning Guide*;
- Appropriate Virginia Community College Web sites; and
- Virginia Career and Technical Education Career Resource Center Web site in the VERSO approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Currently, career coaches are based in more than 80 of the 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS continues to develop and expand the Career Coaches initiative statewide.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state-of-the-art technology (e.g., virtual learning); software and operation of equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students; introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE will continue to support the Geospatial Instructional Application Initiative begun in 2006 that provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and

technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human-made world, from local to global, with their students.

Technology training for core academic and career and technical education faculty and teachers is provided on a statewide annual basis through the VCCS New Horizons Conference which is partially supported by Perkins funds. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E-learning and communication. Current VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using podcasts, vodcasts, video, and computer gaming software to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and National Science Foundation (NSF) initiatives, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum. In conjunction with this goal, state and regional faculty/teacher training in GIS/GPS technologies will be offered.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—**
- i. Promote continuous improvement in academic achievement;**
 - ii. Promote continuous improvement of technical skill attainment; and**
 - iii. Identify and address current or emerging occupational opportunities.**

Secondary

Local Application

Each eligible recipient must submit a local application for approval to the VDOE or its designee before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007–2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

Local Application Approval

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

- Promotes continuous improvement in academic achievement;
- Promotes continuous improvement of technical skill attainment;
- Identifies and addresses current or emerging occupation opportunities;
- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134(b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

Postsecondary

Local Application

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year 2007-2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

- Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;
- Identifies and addresses high-skilled, high-wage, high-demand occupations;

- Shows evidence of continuous program assessment and improvement;
- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134 (b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Director of Perkins/Tech Prep, VCCS.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

Secondary

Higher student achievement is the goal of the Virginia Board of Education's efforts to improve public education. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131)* places emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's Standards of Learning, and establishing a school report card for parents and the school community. Schools in Virginia earn accreditation based on student achievement. The Virginia Board of Education has begun an extensive discussion to explore the role that graduation should play in determining the accreditation status of Virginia's high schools.

Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Of the 22 units of standard credit (see definition below) required for a Standard Diploma in Virginia, 6 of these credits are required to be verified credits (see definition below). The Advanced Studies Diploma requires 9 of the 14 credits to be verified.

For Standard Diplomas, students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit (see definition below) and (2) either a science or history or social science

verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement. For the Advanced Studies Diploma, a student may utilize additional tests for earning one verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

- **Standard credit** is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.
- **Verified credit** is based on a standard credit plus a passing score on the end-of-course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20-131-110). A standard credit may not be verified more than once.
- **Student-selected Verified Credit** is a credit for a course that includes a test (other than SOL) approved by the Virginia Board of Education.

The instructional program in a Virginia middle school must provide a minimum of one course in career and technical exploration. Secondary schools must provide career and technical education choices that prepare the student as a career and technical education completer in one of three or more occupational areas and that prepare the student for postsecondary programs. Definitions for CTE completer, concentration, and specialization are listed below.

- **Career and Technical Education Completer** is a student who has met the requirements for a career and technical education concentration or a career and technical education specialization (see definitions below) and all requirements for high school graduation or an approved alternative education program.
- **Career and Technical Concentration** is a coherent sequence of courses completed by a student in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.
- **Career and Technical Specialization** is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The need for strong academic competencies in high-skills jobs, as well as in postsecondary education, is addressed in appropriate academic and career and technical courses that provide consistent and rigorous content as identified by

required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These SOL and essential competencies help prepare students for both postsecondary education and the workplace.

(i) How funds will be used to improve or develop new career and technical education courses—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
- ii. At the postsecondary level that are relevant and challenging; and
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations.

Secondary

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic Standards of Learning (SOL) and through performance-based competencies in career and technical education. These SOL are academic, jargon-free, rigorous, and measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to <http://www.doe.virginia.gov/VDOE/Instruction/sol.html>.

Competency-based education (CBE) has been an active force in Virginia's career and technical education program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with career and technical education program area specialists at the Department of Education (DOE), reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

- formation of a state technical committee for every new or updated curriculum project;
- application of the modified Develop A Curriculum (DACUM) occupational analysis;

- validation of technical competencies by the state technical committees and by business/industry advisory groups; and
- correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high-skills, high-demand, high-wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community, the local program/course approval is based on labor market data secured from such resources as Career Connect at <http://www.careerconnect.state.va.us/>, Career Prospects at http://www3.ccps.virginia.edu/career_prospects/Statistics/Statistics.html, and the Virginia Employment Commission at <http://www.vec.virginia.gov/vecportal/>. The local school divisions are required to submit data on labor market and/or employment needs and student interest. Career and technical education program integrations of curriculum offerings are also encouraged when competencies for high-skills require skill development from two or more concentrations (e.g., advanced electronics and entrepreneurship).

Legislation passed during the 1997-1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online *Career Planning Guide* at <http://www.cteresource.org/cpg> and through the *r u Ready* magazine provided to 11th graders and the *r u Ready* parent brochures distributed to 8th graders' parents and also online at <http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html>.

Postsecondary

Local colleges and the VCCS will drive curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, formal Develop a Curriculum (DACUM) processes, and national skill standards. The rigor of the curriculum is also assessed through formal articulation of community college career and technical education programs with university programs. Finally, an increasing number of community college courses are aligned with industry certifications and licensures,

with Perkins funds driving the adoption of certification-based curriculum and implementation of faculty certification.

All new career and technical education programs at the postsecondary level must show relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high-demand, high-growth occupational sectors.

(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

Secondary

Many of the secondary schools that participate in Tech Prep programs also participate in the High Schools That Work (HSTW) initiative and *Creating Excellence Awards* programs.

Through the HSTW, academic and career and technical teachers have developed collaborative lesson plans. Schools are requested annually to submit exemplary plans that support HSTW key practices and reinforce the Virginia SOL. The lesson plans undergo a review process and are disseminated statewide via the Virginia Career and Technical Education Resource Center (VCTERC) Web site to assist teachers with implementing innovative, rigorous collaborative lessons.

Virginia will also continue the *Creating Excellence Awards* program where individual educators, programs, advisory councils, and business/industry partners are recognized for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

Postsecondary

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; semiannual administrative meetings of all local Tech Prep directors; and through an annual Career Pathway Academy that will present national and state research and best practices. Communication between Tech Prep consortia is supported by VCCS online communities and e-mail distribution lists as well as through regularly scheduled administrative meetings of Tech Prep practitioners, annual Career Pathways Conference and other VCCS professional development events such as the New Horizons Conference.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

Secondary

Spring CTE Administrators' Updates will begin the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Plans of Study (programs of study). LEAs are required to document plans that run from middle school through postsecondary. These must be signed by the participating agencies.

Funds will also be used for professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high-skill, high-demand, and high-wage jobs in Virginia.

Postsecondary

Primary statewide initiatives that connect high schools and community colleges include dual enrollment; Tech Prep and other related programs; and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education. A new strategy employed by the VCCS that will be expanded in 2007-2008 is collaborative professional development. In 2005-2006, college and high school faculty were brought together as teams by the VCCS in professional development targeted to academic/career and technical integration and integration of technology into both CTE and core academic courses. Regional teams of teachers and faculty came together as a result of this training to collaboratively develop service- and project-based learning activities for students, to develop business partners, to start new dual-enrollment courses, and to articulate programs. In one community college service region, mathematics faculty from the community college and area high schools are regularly meeting to address the high rate of developmental courses being required among high school graduates in that local area and to collaboratively develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher-faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

Secondary and Postsecondary

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow-up, employer follow-up, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through our Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

A-3 through A-7 are not required for the transition plan.

- 3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

- 4. You must describe efforts that your agency and eligible recipients will make to improve—**
 - (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**
 - (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**
- 5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**
- 6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]**
- 7. You must describe efforts that your agency and eligible recipients will make to—**
 - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**
 - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**
 - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

8. **You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

Secondary

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

- **Career and Technical Education Program Area Specialists.** The professional staff of the Office of Career and Technical Education Services will provide technical expertise on a continuing basis to local educational agencies, area career and technical education centers, and eligible institutions in the state in the following areas:
 - technical services to teachers, administrators, and teacher educators,
 - coordination of curriculum efforts,
 - presentations on curriculum frameworks and standards to local teachers and administrators,
 - professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and
 - brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.
- **Virginia Career and Technical Education Curriculum Resource Center (VCTERC).** The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:
 - assistance in developing and updating curriculum,
 - occupational research analysis,
 - maintenance of a library,
 - assistance with computer database searches,
 - dissemination of curriculum and other products,
 - maintenance of Virginia’s Educational Resource System Online (VERSO), and
 - review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs.

The Virginia Department of Education and the VCTERC support Vocational-Technical Education Consortium of States (V-TECS) activities through a variety of initiatives.

- **Career and Technical Education Student Organizations Specialists.** The career and technical student organizations (CTSOs) have been and will continue to be a significant factor in increased student work skill attainment and development of interpersonal skills. CTSOs, through a program of work that combines leadership development activities and attainment of occupational competencies, will be available to all students enrolled in a career and technical education course. CTSOs will have staff members available to provide technical assistance to localities in implementing a balanced program of work.
- **Federal Program Monitoring System.** All local administrators will receive technical assistance as they participate in the assessment process and the program improvement phase of the monitoring process. Localities will receive technical assistance from career and technical education program specialists and compliance specialists in the Virginia Department of Education. Monitoring workshops will be conducted for local administrators on an annual basis.
- **Career and Technical Education Local Program Reviews.** Technical assistance will be provided by the career and technical education staff to local programs, when requested, for the purpose of program improvement. Specialists' recommendations will provide guidance for program improvement to local career and technical education. Specialists will be available to assist local administrators as they implement the recommendations.
- **HSTW Technical Assistance Visits.** The Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one-third of the HSTW sites annually. The purpose of the technical assistance visit is to help school leaders and teachers identify changes that are needed to improve teaching and learning through integrating high-level academic and career and technical education studies. The technical assistance team members will be composed of local school practitioners (teachers, guidance personnel, and administrators), community and business representatives, and state education program specialists. Team members will develop a research-based report that identifies the site's promising or successful practices and outline recommendations for continuous improvement with suggested action steps.
- **Updates for Local Administrators.** Workshops will be held to assist local career and technical education administrators to meet the requirements of the new Perkins IV legislation. Administrators will receive technical assistance in developing a local plan, meeting the Core Standards and Measures of Performance requirements, conducting follow-up activities, data collection, requirements and progress on implementing Perkins IV, local plan requirements, accountability, program development and improvement, and planning for continued progress.

Postsecondary

The Virginia Community College System will provide technical assistance in improving program performance measures for both postsecondary and Tech Prep programs through the following initiatives:

- The VCCS will continue to provide annual postsecondary and Tech Prep administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;
- The VCCS will provide an annual Career Pathways Academy through which college and school division teams will work with national and state subject experts in areas such as articulation, dual enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;
- The VCCS will initiate local site evaluations for a minimum of four colleges per year to both audit adherence to grant specifications for Tech Prep, Postsecondary Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance; and
- The VCCS will continue to meet with each local Tech Prep Steering Committee to review Perkins legislation and emerging models for best practices in career pathways.

A-9 through A-11 are not required for the transition plan.

- 9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]**
- 10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**
- 11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]**

B. Other Department Requirements

- 1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

The applications are being revised and will be included when the transition plan is submitted to USDOE.

- 2. You must provide a description of your State’s governance structure for career and technical education.**

The Virginia Board of Education acts as the Virginia Career and Technical Education Board with approval authority. The Virginia Department of Education, Office of Career and Technical Education Services serves as the Perkins administrative branch for local school divisions and for the Perkins Title I and Tech Prep funds to the Virginia Community College System. The Virginia Community College System serves as the Perkins and Tech Prep administrative branch for the 23 community colleges.

B-3 is not required for the transition plan.

- 3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State’s planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

- 1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
 - (a) Will be provided with equal access to activities assisted under the Act.**
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and**

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)].

Secondary

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at various instructional levels within the middle and high schools and include a cooperative education option.

Education for Employment (EFE) is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. Certain EFE courses are designated by state education code for individuals with disabilities, and other EFE courses are specified by the state education code for individuals identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are mentally challenged, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, or orthopedically challenged; and who have other health impairments, or who have specific learning disabilities. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. These program areas and Family and Consumer Science, Health and Medical Sciences, Marketing Education, and Technology Education also provide for special needs students through Individualized Educational Plans (IEPs).

Competency-based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives. Professional development efforts include an annual Transition Forum and annual regional workshops provided by the Transition Practitioners' Council.

(a) Equal Access [Section 122(a)(9)(A)]

Secondary and Postsecondary

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in career and technical education. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups.

(b) Nondiscrimination [Section 122(a)(9)(B)]

Secondary and Postsecondary

Local recipients will assure in their local plans that discrimination against special populations will not occur and are required to sign a non-discrimination statement pertaining to special populations.

(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)]

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

- Introduction 9075 (for Students Identified as Disadvantaged, 18 weeks)
- Introduction 9076 (for Students Identified as Disadvantaged, other than 18 weeks)
- Introduction 9082 (for Students with Disabilities, 18 weeks)
- Introduction 9083 (for Students with Disabilities, other than 18 weeks)
- Level I 9077 (for Students Identified as Disadvantaged, 18 weeks)
- Level I 9078 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level I 9084 (for Students with Disabilities, 18 weeks)
- Level I 9085 (for Students with Disabilities, other than 18 weeks)
- Level II 9079 (for Students Identified as Disadvantaged, 18 weeks)
- Level II 9080 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level II 9086 (for Students with Disabilities, 18 weeks)
- Level II 9087 (for Students with Disabilities, other than 18 weeks)
- Cooperative Education I 9020 (for Students Identified as Disadvantaged)
- Cooperative Education I 9030 (for Students with Disabilities)
- Cooperative Education II 9021 (for Students Identified as Disadvantaged)
- Cooperative Education II 9031 (for Students with Disabilities)

- Specialized programs/courses are available within the regular CTE program areas. In some cases, students in these courses will have an IEP (Individualized Educational Plan).

Curriculum and resource guides developed and immediately available include the following:

- EFE Instructional Framework Guide
- Access to Success: Strategies for Serving Special Populations in Tech Prep Programs
- Teaching Strategies for Diverse Learners
- Library reference materials are available from the VVCRC.

EFE teachers receive professional development annually to enable them to improve their teaching skills in working with special needs students. This professional development opportunity is offered during the annual Virginia Transition Forum, with follow-up regional workshops during the school year. The Virginia Transition Forum is co-sponsored by the Virginia Department of Rehabilitative Services, and the Special Education Office and Career and Technical Education Office of the Virginia Department of Education. The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia’s standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE-SND (Virginia Association of Career and Technical Education - Special Needs Division) is being re-organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re-certification. EFE teachers who have demonstrated high proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high-skill, high-wage, high-demand occupations, and stimulating special needs students to achieve the Virginia Standards of Learning.

A-2 through A-5 are not required for the transition plan.

2. **You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]**
3. **You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]
5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) on only the core indicators under section 113(b) of the Act as provided below:

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 10 Indicators		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Diploma	X	X
3S2 GED or Other State-Recognized Equivalent	Not required	X
3S3 Diploma and Other Credential	X	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation	X	X
6S2 Nontraditional Completion	X	X
Postsecondary/Adult Level – 6 Indicators		
1P1 Technical Skill Attainment	Not required	X
2P1 Industry Certificate Attainment	X	X
3P1 Student Retention	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	X	X
5P2 Nontraditional Completion	X	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required. The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as described above.

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The existing Virginia System of Core Standards and Measures of Performance for Secondary and Postsecondary Career and Technical Education Programs is the foundation upon which Perkins III accountability and evaluation requirements were developed. The Office of Career and Technical Education Services gathered input from eligible recipients in the development and implementation of the initial system and will do the same for the Virginia System of Core Standards and Measures of Performance to be utilized for the foundation of the Perkins IV accountability and evaluation requirements, upon finalization of information from the USDOE Office of Vocational and Adult Education. These steps will need to be modified for the Transitional Plan as the U. S. Department of Education, OVAE is re-defining standards and measures for the Perkins IV. Steps for the final five-year plan for Perkins IV and existing requirements for the transitional year will be adjusted to meet the transitional needs as indicated by the USDOE, OVAE.

The following procedures were used to obtain input and recommendations for the System of Core Standards and Measures of Performance:

- Organized the State Vocational Technical Education Planning and Review Committee (December 1998);
- Conducted an Interagency Planning Session on implementation of the Act of 1998 (January 28, 1999);
- Aligned the existing core indicators and Perkins II accountability requirements;
- Conducted an orientation meeting of the State Vocational Technical Education Planning Committee (February 18, 1999);
- Conducted presentations on Perkins III accountability requirements during three statewide regional workshops for all secondary vocational education administrators. Input was received on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);

- Conducted a presentation on Perkins III accountability requirements for members of the Virginia State Council on Vocational Education. Received input on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
- Drafted the state transition plan for establishing and implementing the core indicators, state level of performance for each core indicator of performance, and the existing state indicators and state levels of performance for each additional indicator;
- Proposed the state levels of performance for secondary based on previous performance trends and the extent of changes and modifications necessary for implementation; and
- Conducted a meeting with the State Vocational and Technical Education Planning and Review Committee to review the draft State Plan, obtain input, and recommendations. Based on the recommendations and refinements to be made, the State Vocational and Technical Education Planning and Review Committee recommended that the Proposed State Plan be sent to the State Board of Education for review (May 25, 1999).

- 2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

- 3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

See pages 55-61 for responses to this. The postsecondary measurements and definitions are not required at this time.

4. **You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]**

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

5. **You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. **Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, two of a State’s core indicators must be career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) for these two core indicators would be a State’s “annual measurable objectives” (AMOs) from

its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Secondary

Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

- Secondary Education Demographic Form (SEDF)
 - Data are collected twice a year (October and March) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6-12 are reported.
 - Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.
 - Two validation reports are completed each year, the first when the first semester data have been submitted and the second at the end of the second data collection cycle in the spring. The second report includes the data from both the first and second semester's collection.

- Secondary Enrollment/Completion Form (CTERS 2 and CTE Completers Demographic)
 - The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due June 30 to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9-12.
 - Data are forwarded to the Virginia Department of Education where they are first compared to the locality's fall membership report. If the total number of career and technical education students exceeds the total number of students in the school division, the report is returned to the locality for correction. The correct data are keyed into the database, and individual reports are generated. Each locality's report is compared with the data originally submitted to ensure accuracy of data entry and to check for incomplete or miscalculated data.
- Career and Technical Education Adult Class Report
 - Reports are submitted throughout the fiscal year as classes end. The data are used for the current Perkins formula for secondary programs and for state funding purposes.
 - Data that are submitted are audited to ensure information is correct. Data are submitted electronically to Virginia Polytechnic Institute and State University for data analysis and reported back to the Virginia Department of Education.

Postsecondary

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. Through its Student Information System, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post-graduation employment from the Virginia Employment Commission as well as other state agencies and public records.

To allow for the same consistency in reporting Tech Prep student performance, the VCCS will work with VDOE to implement one of two statewide strategies in 2007-2008 for identifying Tech Prep students. The first of these is a statewide Tech Prep application that would function like an application for a dual-enrollment course in that it would require the student to provide his/her social security number and a parental signature. Use of such an application would allow students to be entered into the current VCCS Student Information System from which point their progress could be followed not only into the community college system but into any state institution of higher education.

The second option currently being explored is to purchase licensures for school divisions and colleges whereby the CATEMA system currently being used by multiple states to identify and follow the progress of Tech Prep secondary students would be available to all school divisions and colleges actively participating in Tech Prep.

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

- 10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

This response will be completed after receipt of additional guidance from the U. S. Department of Education.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
 - (a) The definitions that you will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for both secondary and postsecondary/adult levels;**
 - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and**
 - (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

See forms in Part C.

VI. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

- 1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

Tech Prep funding will be allocated on a competitive basis to the colleges that successfully demonstrate (through their applications and prior performance) their ability to successfully fulfill the intent of the VCCS Tech Prep program. Eligible community colleges have the opportunity to receive the following funding award:

- **Basic Level Funding:** One college Tech Prep program [other than Northern Virginia Community College (NVCC) and Tidewater Community College (TCC)] will receive \$95,902. TCC Tech Prep program will receive \$143,853 and NVCC Tech Prep program will receive \$191,804.

The basic level funding must be used to enhance or develop Tech Prep Career Pathways. Any college receiving Tech Prep funds will have demonstrated an ability or the capacity to address career pathway program elements.

As a community college with more than five campuses and more than 70 high schools, Northern Virginia Community College is eligible to apply for funding up to \$191,804. As a community college with four campuses and close to 30 high schools, Tidewater Community College is eligible to apply for funding up to \$143,853. In future grant cycles, performance as well as the number of college campuses and high schools will be factored into the funding level of grant awards.

A-2 through A-5 are not required for the transition plan.

- 2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]**
- 3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**
- 4. You must describe how your agency will ensure that each funded tech prep program—**
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;**
 - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;**
 - (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;**
 - (d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.**
 - (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;**
 - (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**
 - (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**
 - (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**
- 5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

B. Other Department Requirements

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

These applications are being revised and will be included when the transition plan is presented to the Board of Education for final review.

- 2. You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.**

Blue Ridge Community College	\$ 95,902.00
Central Virginia Community College	\$ 95,902.00
Dabney S. Lancaster Community College	\$ 95,902.00
Eastern Shore Community College	\$ 95,902.00
Germanna Community College	\$ 95,902.00
J. Sargeant Reynolds Community College	\$ 95,902.00
John Tyler Community College	\$ 95,902.00
Lord Fairfax Community College	\$ 95,902.00
Mountain Empire Community College	\$ 95,902.00
New River Community College	\$ 95,902.00
Northern Virginia Community College	\$191,804.00
Patrick Henry Community College	\$ 95,902.00
Paul D. Camp Community College	\$ 95,902.00
Piedmont Community College	\$ 95,902.00
Rappahannock Community College	\$ 95,902.00
Southside Community College	\$ 95,902.00
Southwest Community College	\$ 95,902.00
Thomas Nelson Community College	\$ 95,902.00
Tidewater Community College	\$143,853.00
Virginia Highlands Community College	\$ 95,902.00
Virginia Western Community College	\$ 95,902.00
Wytheville Community College	\$ 95,902.00

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

In keeping with past practice, for the transition year of 2007-2008, the Department of Education will allocate 85 percent of the basic grant funds to local school divisions and community colleges, 10 percent for state leadership, and 5 percent for state administration. The 85 percent will be allocated based on an 85/15 percent split: 85 percent to secondary programs in local education agencies and 15 percent to postsecondary programs at community colleges.

The Superintendent of Public Instruction will send a letter to the Chancellor of the Community College System asking that rationale for any suggested changes in the current 85-15 percent LEA fund split between secondary career and technical education and postsecondary career and technical education for subsequent years be provided to him in writing.

Virginia is not consolidating Title I and Title II grant funds.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

See information provided to secondary school divisions in Superintendent's Memo INF # 261, December 15, 2006 – Career and Technical Education Federal Perkins Act Revised Funds for July 1, 2006 Through June 30, 2007 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf261.html>; and Superintendent's Memo INF# 138, July 21, 2006 – Career and Technical Education Federal Perkins Act Funds for July 1, 2006 Through June 30, 2007 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2006/inf138.html>.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 (as reported to NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy percent shall be allocated to such local education agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Census Bureau estimate.

Funds are distributed to the local educational agencies through reimbursement requests in the electronic OMEGA system for secondary and through paper reports for postsecondary LEAs.

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

There are no secondary or postsecondary consortia in Virginia at this time.

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Does not apply to Virginia.

- 5. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

Does not apply to Virginia.

B. Other Department Requirements

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**

See Part B forms.

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

There are no consortia in Virginia at this time.

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Virginia utilizes the formulas stated in the Perkins IV act.

- 4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Virginia does not maintain a reserve fund from the Perkins grant.

- 5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

See answer to Question #4 above.

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Letters are mailed to superintendents of public school divisions that are eligible for amounts less than \$15,000. Superintendents are asked to describe the reasons why they are unable to enter into a consortia arrangement for the provision of services if their division is located in a rural or sparsely populated area.

This information is reviewed by VDOE staff to ensure that appropriate requirements are met. If the division is approved for funding, a letter indicating the same is mailed to the superintendent and the assistant superintendent of finance, and the VDOE Finance Office is notified.

I. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

All States must complete this entire section.

A. EDGAR Certifications

1. **You must provide a written and signed certification that—** All assurance forms will be attached for the final review in March.
 - (a) **The plan is submitted by the State agency that is eligible to submit the plan.** [34 CFR 76.104(a)(1)] *[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*
 - (b) **The State agency has authority under State law to perform the functions of the State under the program.** [34 CFR 76.104(a)(2)]
 - (c) **The State legally may carry out each provision of the plan.** [34 CFR 76.104(a)(3)]
 - (d) **All provisions of the plan are consistent with State law.** [34 CFR 76.104(a)(4)]
 - (e) **A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.** [34 CFR 76.104(a)(5)] *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.]*
 - (f) **The State officer who submits the plan, specified by title in the certification, has authority to submit the plan.** [34 CFR 76.104(a)(6)]
 - (g) **The agency that submits the plan has adopted or otherwise formally approved the plan.** [34 CFR 76.104(a)(7)]
 - (h) **The plan is the basis for State operation and administration of the program.** [34 CFR 76.104(a)(8)]

B. Other Assurances - All assurance forms will be attached for the final review in March.

1. **You must submit a copy of the State plan into the State Intergovernmental Review Process.** [Executive Order 12372; 34 CFR 79]

- 2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]**
- 3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]**
- 4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**
- 5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**
- 6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**
- 7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**
- 8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

- 9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

- 10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The amount, if any, to be reserved under section 112(c).
- Line I.D.1 The percent and amount reserved for secondary recipients.
- Line I.D.2 The percent and amount reserved for postsecondary recipients.
- Line I.E.1 The amount to be made available for eligible recipients for under section 112(a)(1).
- Line I.E.1.a The percent and amount slated for secondary recipients.
- Line I.E.1.b The percent and amount slated for postsecondary recipients.
- Line I.E.2 The amount to be made available for State leadership under section 112(a)(2).
- Line I.E.2.a The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
- Line I.E.2.b The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.E.3 The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.F The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

II. Title II: Tech Prep Programs

Line II.A **The amount of funds available under section 201(a).**

Line II.B **The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).**

Line II.C **The total amount of funds to be used for Title II tech prep programs.**

Line II.D **The amount of funds to be made available for tech-prep consortia under section 203.**

Line II.D.a **The percent of funds to be made available for tech-prep consortia under section 203.**

Line II.D.b **The number of tech-prep consortia to be funded.**

Line II.E **The amount to be expended for State administration under Title II.**

Line II.E.a **The percent of funds to be expended for State administration under Title II.**

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2007)
 Based on preliminary figures.

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$25,961,709.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u> 0.00</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$25,961,709.00</u>
D. Reserve (<i>not more than 10% of Line C, as applicable</i>)	\$ <u> 0.00</u>
1. Secondary Programs (<u> 0 </u> % of Title I grant)	\$ <u> </u>
2. Postsecondary Programs (<u> 0 </u> % of Title I grant)	\$ <u> </u>
E. Amount Available for Title I Distribution (Line C less Line D)	<u>\$25,961,709.00</u>
1. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line E x 85%</i>)	<u>\$22,067,452.65</u>
a. Secondary Programs (<u>85</u> % of Title I grant)	<u>\$18,757,334.75</u>
b. Postsecondary Programs (<u>15</u> % of Title I grant)	<u>\$ 3,310,117.90</u>
c. Subtotal	<u>\$22,067,452.65</u>
2. Leadership (<i>not more than 10%</i>) (<i>Line E x 10%</i>)	<u>\$ 2,596,170.90</u>
a. Nontraditional Training and Employment (<u>\$100,000.00</u>)	
b. Corrections or Institutions (<u>\$220,000.00</u>)	
3. State Administration (<i>not more than 5%</i>) (<i>Line E x 5%</i>)	<u>\$ 1,298,085.45</u>
F. State Match (<i>from non-federal funds</i>) ¹	<u>\$ 1,335,569.50</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2007)
 Based on preliminary figures.

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ <u>2,419,604.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0.00</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ <u>2,419,604.00</u>
D. Tech-Prep Funds Earmarked for Consortia	\$ <u>2,347,016.00</u>
a. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>97</u> %]	
b. Number of Consortia <u>23</u>	
c. Method of Distribution (<i>check one</i>): <u> X </u> Formula (For transitional year; in future years, minimum performance measures will have to be met by local consortia to receive annual grant award.) <u> </u> Competitive	
E. Tech-Prep Administration	\$ <u>72,588.00</u>
a. Percent for Administration (<i>Line E divided by Line C</i>) [<u>3</u> %]	

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

You must provide the definitions that you will use for “participants,” “concentrators,” and “completers” in your career and technical education programs at the secondary and postsecondary/adult levels. These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). Measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1) have been pre-populated on the FAUPL form using the measurement definitions required in section 113(b) of the Act.

III. Baseline Data

In Column 4, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 10 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 10 Indicators (con't)			
3S1	Secondary School Diploma	X	X
3S2	GED or Other State-Recognized Equivalent	Not required	X
3S3	Diploma and Other Credential	X	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	X	X
6S2	Nontraditional Completion	X	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Industry Certificate Attainment	X	X
3P1	Student Retention	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	X	X
5P2	Nontraditional Completion	X	X

IV. Performance Levels

In Columns 5 and 6, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years will be incorporated into your State plan and your July 1, 2007, Perkins grant award.

I. Definition of Career and Technical Education Student Populations –

A. Secondary Level

<p>Participants – Students who are enrolled in a state-approved secondary career and technical education program of study.</p>

<p>Concentrators – Students who have completed a coherent sequence of courses completed by a student in a specific career area as identified in the <i>Virginia Department of Education Career and Technical Education Administrative Planning Guide</i>.</p>
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<p>Completers – Students who have met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.</p>
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B. Postsecondary/Adult Level

<p>Participants – Students who are enrolled in a state-approved postsecondary career and technical education program of study.</p>

<p>Concentrators – Students who are enrolled in a state-approved postsecondary career and technical education program of study and has completed 12 credit hours or coursework.</p>
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<p>Completers – Concentrators who receive a certificate, degree, diploma, or business/industry certification or licensure through a state-approved postsecondary career and technical education program of study.</p>
--

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5 ²	Column 6 ²
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B: _____	L: <i>Will be pre-populated</i> A: _____	L: <i>Will be pre-populated</i> A: _____
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in mathematics and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B: _____	L: <i>Will be pre-populated</i> A: _____	L: <i>Will be pre-populated</i> A: _____

Column 1	Column 2	Column 3	Column 4	Column 5 ²	Column 6 ²
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of program completers who attain 80 percent of the essential competencies on the state-provided, industry-validated competency list.</p> <p>Denominator: Number of program completers.</p>	<p align="center">Program Completion</p>	<p align="center">B: <u>95.00%</u>¹</p>	<p align="center">L: _____</p> <p align="center">A: _____</p>	<p align="center">L: _____</p> <p align="center">A: _____</p>
<p align="center">3S1 Secondary School Diploma 113(b)(2)(A)(iii)(I)</p>	<p>Numerator: Number of program completers.</p> <p>Denominator: Number of program completers plus the number of students who finished a Career and Technical Education concentration but dropped out of school prior to graduation.</p>	<p align="center">Program completers are those students who complete a career and technical education program and meet the state requirements for a high school diploma.</p>	<p align="center">B: <u>95.00%</u>¹</p>	<p align="center">L: _____</p> <p align="center">A: _____</p>	<p align="center">L: _____</p> <p align="center">A: _____</p>

Column 1	Column 2	Column 3	Column 4	Column 5 ²	Column 6 ²
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3S2 GED or Other State-Recognized Equivalent 113(b)(2)(A)(iii)(II)	<p>Numerator: Insufficient information from USDOE, OVAE to determine at this time.</p> <p>Denominator: Insufficient information from USDOE, OVAE to determine at this time.</p>	Insufficient information from USDOE, OVAE to determine at this time.	B³: <u>25.00%</u> ¹	<p>L³: _____</p> <p>A³: _____</p>	<p>L: _____</p> <p>A: _____</p>
3S3 Diploma & Other Credential 113(b)(2)(A)(iii)(III)	<p>Numerator: N/A. Virginia does not offer a proficiency credential, certificate, or degree in conjunction with a secondary school diploma.</p> <p>Denominator: N/A. Virginia does not offer a proficiency credential, certificate, or degree in conjunction with a secondary school diploma.</p>	N/A	B: N/A	<p>L: _____</p> <p>A: _____</p>	<p>L: _____</p> <p>A: _____</p>

Column 1	Column 2	Column 3	Column 4	Column 5 ²	Column 6 ²
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook.</p> <p>Denominator: Number of concentrators who have left secondary education in the reporting year.</p>	State and local administrative data.	B: _____	<p>L: <i>Will be pre-populated</i></p> <p>A: _____</p>	<p>L: <i>Will be pre-populated</i></p> <p>A: _____</p>
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of respondents who reported placement in employment (including military) and/or further education on the program completer follow-up survey.</p> <p>Denominator: Number of program completers who responded to the program completer follow-up survey.</p>	State developed surveys administered by state and local agencies.	B: <u>95.00%</u> ¹	<p>L: _____</p> <p>A: _____</p>	<p>L: _____</p> <p>A: _____</p>

Column 1	Column 2	Column 3	Column 4	Column 5²	Column 6²
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	Numerator: Number of students of the non-traditional gender enrolled in non-traditional courses. Denominator: Number of students enrolled in non-traditional courses.	State and local administrative data.	B: <u>14.00%</u> ¹	L: _____ A: _____	L: _____ A: _____
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	Numerator: Number of students of the non-traditional gender who completed a non-traditional program. Denominator: Number of students who completed a non-traditional program.	State and local administrative data.	B: <u>13.00%</u> ¹	L: _____ A: _____	L: _____ A: _____

¹These percentages are based on baseline data given to Virginia from the U.S. Department of Education for 2006-2007 and may be changed by negotiations under the *Carl D. Perkins Career and Technical Education Act of 2006*.

²Information in Columns 5 and 6 will be inserted upon completion of the negotiation process with the U. S. Department of Education, Office of Vocational and Adult Education.

³B = baseline data; L = locally agreed upon percentage through negotiation with OVAE (state is considered local); and A = actual percentage attained.

B. POSTSECONDARY/ADULT LEVEL (Information for postsecondary is not requested at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Denominator:		B:	L: A:	L: A:
2P1 Industry Certificate Attainment 113(b)(2)(B)(ii)	Numerator: Denominator:		B:	L: A:	L: A:
3P1 Student Retention 113(b)(2)(B)(iii)	Numerator: Denominator:		B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Denominator:		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Denominator:		B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Denominator:		B:	L: A:	L: A:

Board of Education Agenda Item

Item: I.

Date: February 28, 2007

Topic: First Review of a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) Cultural Exchange Teachers

Presenter: Mrs. Patty Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804/371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: March 28, 2007 (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The *No Child Left Behind Act of 2001* (NCLB) requires all states and school divisions to ensure that all teachers of the core academic subjects be "highly qualified." The law applies to teachers in core academic areas that include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The law requires that to be designated as highly qualified new teachers must hold a bachelor's degree, full state licensure (including alternative licensure), and demonstrate subject-matter competence in the core academic subjects the teacher teaches.

Experienced teachers must meet requirements to be designated as highly qualified. No Child Left Behind provides experienced teachers the following options for meeting the highly qualified definition:

- (a) passing a rigorous state academic subject matter test; or
- (b) completing an academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing in the case of middle or secondary school teachers; or

- (c) using the high objective uniform state standard of evaluation (HOUSSE). The HOUSSE provides states with a method by which current teachers can demonstrate competency in each subject they teach.

The NCLB legislation allows states to establish a process of evaluating teacher knowledge and ability based on a high objective uniform state standard of evaluation that meets each of the following criteria [Section 9101(23)(c)(ii)]:

- Be set by the state for both grade-appropriate academic subject matter knowledge and teaching skills;
- Be aligned with challenging state academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- Provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Be applied uniformly to all teachers in the same academic subject and teaching in the same grade level throughout the state;
- Take into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject; and
- Be made available to the public upon request.

The law recognizes that teachers who have been in the classroom have a variety of experiences and preparation that may demonstrate their competency in the subjects they teach. Therefore, the HOUSSE system may involve multiple, objective measures of teacher competency.

The Board of Education approved Virginia's HOUSSE on February 25, 2004, and it was amended April 20, 2005.

Summary of Major Elements

Founded in 1987, Visiting International Faculty (VIF) is the largest cultural exchange program in the United States for teachers and schools, with teachers from 50 nations, including Argentina, Australia, Canada, Chile, Colombia, Costa Rica, Denmark, Ecuador, France, Germany, Ireland, Jamaica, Mexico, the Netherlands, New Zealand, Peru, South Africa, Spain, the United Kingdom, and Venezuela. "Highly qualified" and experienced teachers work in a number of states, including North Carolina, South Carolina, Georgia, Virginia, Maryland, Florida, and California.

Designated as an official sponsor in the U.S. State Department's Exchange Visitor Program, VIF selects highly qualified teachers and matches them with United States' schools and provides comprehensive support to help ensure a rewarding experience. VIF provides teachers the professional development experience of teaching in the United States for up to three years before returning home to serve as goodwill ambassadors for the United States.

In 2003 VIF requested that personnel in the United States Department of Education review the HOUSSE that VIF had prepared for consideration by the South Carolina Department of Education. After the review, USED staff informed VIF that South Carolina officials could adopt the set of HOUSSE procedures. Subsequently, Georgia, North Carolina, and Maryland have adopted VIF's HOUSSE procedures. VIF is requesting that the Board of Education consider its HOUSSE for cultural exchange teachers placed in Virginia.

Attached is the HOUSSE proposed by the Visiting International Faculty, including the matrix to measure the teacher's subject area competence and the indicators of Virginia standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed High Objective Uniform State Standard of Evaluation (HOUSSE) for cultural exchange teachers in the VIF program.

Impact on Resources: There is no impact on the Department of Education's resources to initiate the HOUSSE for cultural exchange teachers in the VIF program.

Timetable for Further Review/Action: The proposed HOUSSE will be presented to the Board of Education for final review in March 2007.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE GENERAL COUNSEL

December 12, 2006

Ms. Patty Pitts
Acting Assistant Superintendent for
Teacher Education and Licensure
Virginia Department of Education
PO Box 2120
Richmond, VA 23218

Re: Highly Qualified International Exchange Teachers

Dear Ms. Pitts:

I am an attorney at the U.S. Department of Education (ED), and work in the area of teacher quality and No Child Left Behind. Mary Donny, of Visiting International Faculty (VIF), has asked me to contact you about our review of the material and procedures that VIF prepared three years ago for how States might determine that foreign teachers could demonstrate subject-matter competency needed to be highly qualified under section 9101(23) of the Elementary and Secondary Education Act (ESEA), as currently authorized. In particular, ED reviewed VIF's proposed procedures under which a temporary foreign teacher could satisfy a State's "high objective uniform State standard of evaluation" (HOUSSE) for this purpose.

As you know, while ED monitors States to ensure that their HOUSSE procedures comply with ESEA requirements, it does not "approve" a State's HOUSSE procedures. However, at VIF's request, in 2003 ED staff examined the HOUSSE proposal that VIF had prepared for consideration by the South Carolina Department of Education. In doing so, we also reviewed the various supporting materials VIF had provided that clarified how it proposed to document that foreign teachers it recruited had the background and qualifications needed to meet the HOUSSE requirements. ED staff subsequently informed South Carolina officials that, based on their review for legal compliance, the State could adopt this set of HOUSSE procedures if it wanted to do so. I understand that South Carolina did so, and that Georgia, North Carolina and Maryland have subsequently adopted VIF's HOUSSE procedures as well.

ED continues to strongly support the recruitment of capable international teachers as necessary to provide highly qualified teachers in hard-to-staff subject areas such as mathematics, science and foreign languages. (See, for example, former Secretary Paige's "Dear Colleague" letter of March 24, 2003, which ED has posted at <http://www.ed.gov/policy/elsec/cuid/secletter/030324.html?exp=0>.) Moreover, I personally provided the same information I am providing to you in this letter to State officials for the California Department of Education and the Colorado Department of Education in November 2003 and April 2004, respectively.

400 MARYLAND AVE., S.W., WASHINGTON, DC 20202-2110
www.ed.gov

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Page 2 – Patty Pitts

Whether Virginia adopts the VIF procedures is a decision for your own agency. I simply want you to understand the nature of conversations we have had with VIF and other States on the subject of adopting, consistent with current law, the separate set of HOUSSE procedures for this unique group of teachers that VIF has prepared.

Should you have any questions, feel free to contact me or Robert Stonehill, of the Office of Elementary and Secondary Education, at 202-260-9737. Dr. Stonehill, who manages the ESEA Title II, Part A program and oversees much of ED's work to implement the highly qualified teacher goal, has reviewed this letter and concurs with my conclusions.

Sincerely yours,



Richard Mellman

Office of the General Counsel
US Department of Education
400 Maryland Avenue, SW, Room 6E314
Washington, DC 20202
Phone: (202) 401-6062
email: richard.mellman@ed.gov

cc Robert Stonehill
Mary Donny



VIF HOUSSE Matrix

The VIF HOUSSE Matrix was designed as a tool to measure not-new teachers' subject area competence as prescribed by the No Child Left Behind legislation. The VIF- HOUSSE Matrix documents subject area competence in accordance with five specific standards by evaluating a variety of evidences. A list of indicators that are correlated with the mandated state exams and the state curriculum are used to review each type of evidence. If a teacher has provided sufficient documentation, points will be given in the appropriate matrix column. All of the evidences on the VIF HOUSSE Matrix have the same value with exception of the VIF interview and the university transcripts. These two evidences carry double the value due to the in-depth interview process and the subject matter specificity of the coursework.

Each standard must be demonstrated in a minimum number of ways in order for the teacher to be deemed "highly qualified". For Standards "1", "2", and "3", the teacher must accumulate a minimum of five points for each standard. For Standards "4" and "5", the minimum number of points is three for each standard. If a teacher satisfies the minimum number of points under each standard, a total score of "21" is attained. The VIF HOUSSE Matrix requires a total score of "25" in order to be deemed highly qualified". The additional "4" points are acquired through experience.

VIF will take numerous measures to ensure consistency and reliability in the evaluation process. The VIF Certification Team in the Chapel Hill office will perform the evaluations. This team includes evaluators who have experience as educators and have knowledge of the educational systems seeking to employ VIF teachers as well as the educational systems where the VIF teachers have taught and have been trained. Each member of the evaluation team is required to undergo training which includes guidelines for evaluating teacher files and performing cross-checks. Training will be provided by VIF staff members who possess a clear understanding of the NCLB HOUSSE Option, the VIF- HOUSSE Matrix, the state curriculum, and the standards set forth by the state department of education.

To ensure reliability and consistency in scoring, the VIF Certification Team will run random quality checks throughout the recruitment and certification process. A minimum of 10% of teachers' HOUSSE documentations will be cross-checked per year. All VIF teacher files and HOUSSE documents will be made available upon request to the state.



VIF-HOUSSE

The Visiting International Faculty Program proposes the following criteria for consideration in meeting HOUSSE – High Objective Uniform State Standard of Evaluation:

- (I) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;**

The VIF-HOUSSE Matrix Standards “2”, “3”, “4”, and “5” address grade appropriate academic subject matter knowledge and teaching skills.

- (II) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;**

The VIF-HOUSSE Matrix is aligned with the curriculum and accountability standards and was developed in consultation with core content specialists, teachers, and educational consultants.

- (III) Provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;**

The VIF-HOUSSE Matrix Standards “1” and “2 address the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches.

- (IV) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;**

VIF-HOUSSE Matrix will be applied uniformly to all international teachers.

- (V) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;**

The VIF-HOUSSE Matrix takes into consideration years of experience teaching the academic subject.

- (VI) HOUSSE is made available to the public upon request; and**

The VIF-HOUSSE Matrix is available to the public upon request.

- (VII) May involve multiple, objective measures of teacher competency – Optional**

The VIF-HOUSSE Matrix contains multiple, objective measures of teacher competency.



Virginia International Educator HOUSSE Indicators of Standards

1. Core Content Knowledge in Academic Subject

- Courses in the academic subject which the teacher teaches
 - Elementary – Reading, Writing, Math, Science, Social Studies, Other
 - Middle School – Coursework in the area of concentration
- Ability to correctly answer content specific questions
- Ability to demonstrate, describe, or explain subject matter concepts

2. Grade Appropriate Knowledge of Subject Matter

- Courses that address the appropriate knowledge of subject matter at the level the teacher teaches
- Ability to correctly answer grade appropriate content questions
- Ability to demonstrate, describe, or explain appropriate grade level subject matter concepts
- Knowledge of curriculum for appropriate grade level
 - Goals and objectives
 - Scope and sequence
 - Pacing
 - Spiraling
 - Articulation
- Ability to demonstrate, describe, or explain specific grade appropriate student activities
- Documented experience teaching of subject matter at the level the teacher teaches

Elementary - Standards of Learning Curriculum

- English
 - Oral Language
 - Use and Understand Oral Language (listening to a variety of literary forms/media, choral speaking, creative dramatics, spoken sentences, rhyming words/patterns, expressing ideas, telling/retelling stories, correct language usage, expressing opinions, group discussions)
 - Listening and Speaking Vocabularies (oral descriptive vocabulary, number words, multi-step directions, how and why questions, explanation of ideas, clarifying questions, singular/plural nouns, synonyms, antonyms)

- Oral Communication Skills/ Adaptation of Language (rules of conversation, expression of ideas, voice level, phrasing, types of conversations, topic discussion, asking/responding to questions, summarizing)
- Using Phonemes of the Spoken Language (rhyming words, blending sounds, syllables, multi-syllable words)
- Oral Language in Group Activities (listening, forming conclusions, sharing responses explaining and summarizing in group situations)
- Non-verbal Communication Skills (eye contact, gestures, facial expressions, posture)
- Presenting and Listening to Oral Presentations (speaking, volume, pitch, organization of presentation, grammar, content, main points, visual aids, correct language, summarization)
- Reading
 - The Organization of Print (parts of a book, reading, spoken words and print, identification of letters, words, and sentences)
 - Understanding That Print Makes Sense (print as information, high-frequency words)
 - Understanding Basic Phonetic Principles and their Application (uppercase/lowercase letters, consonant sounds, vowel sounds, consonant blends, blending sounds, word patterns, compound words, sight words, vowel patterns, multi-syllable words)
 - Comprehension and Reading Fiction and Nonfiction (predictions, retelling stories, characters, setting, events of a story, author's purpose, main idea, story problems/solutions, context clues, synonyms, antonyms, prefixes, homonyms, reference materials)
 - Comprehension and Reading Fiction (purpose of story, compare/contrast conclusions, story plot, fairy tales, myths, legends, fables, character development, rhymed/patterned poetry)
 - Comprehension and Reading Nonfiction (author's purpose, summarization, character profiles, biographies, autobiographies, text organizers, cause and effect relationships, fact and fiction, structural patterns, predictions, drawing conclusions)
 - Vocabulary Expansion (titles, pictures, rereading, self-correcting, story information, story structure)
 - Language Structure (prefixes, suffixes, contractions, possessives, abbreviations, antonyms, synonyms)
 - Reference and Print Resources (dictionaries, charts, pictures, encyclopedias, reference books, technology)
- Writing
 - Writing Techniques (printing, cursive writing, uppercase/lowercase letters, spacing words, sentences, writing legibly)
 - Writing to Communicate Ideas (descriptive words, complete sentences, punctuation, correct spelling)
 - Writing Stories, Letters, Stories, and Reports (planning strategy, organization, revisions, use of technology)
 - Writing Narrative Poems and Explanations (central idea, organization, rhymed/unrhymed/patterned poetry, use of technology)

- Writing for a Variety of Purposes (description, information, entertain, explanations, organization of information, intended audience, descriptive vocabulary, clarity)
 - Edit Writing for Correct Grammar, Capitalization, Punctuation, Spelling and Sentence Structure (complete/correct sentences, types of sentences, proper nouns, singular/plural, apostrophes, verb tense, possessives, abbreviations, subject-verb agreement, nouns/pronouns, commas, adjectives, adverbs, quotation marks, hyphens)
- Mathematics
 - Number and Number Sense (place value, counting, ordering, pattern recognition, decimals, less than, more than, coins, odd, even, using symbols, multiples, writing numbers, rounding, mixed numbers, addition, subtraction, multiplication, division, inverse relationships, whole numbers, rational numbers, fractions, decimals, mixed numbers, negative numbers)
 - Computation and Estimation (addition, subtraction, multiplication, division, facts, estimation, inverse numerical relationships, regrouping, computational methods, fractions, decimals, whole numbers, sums/differences, products/quotients)
 - Measurement (money, measurement instruments, standard/nonstandard measurement, length, width, area, volume, weight, linear measurements, inch, centimeter, perimeter, metric units, US Customary units, volume, mass, calendar language, circles, Celsius/Fahrenheit temperatures, radius, diameter, chord, circumference, types of triangles)
 - Geometry (two/three – dimensional geometric figures - circle, triangle, rectangle, cube, sphere, prism, cone, polygons, quadrilaterals, symmetric shapes, line segments, angles, congruency, rays, parallelism, perpendicularity, transformations, types of triangles, use of measurement tools)
 - Probability and Statistics (data collection, patterns, surveys, data/graph interpretation, predictions, likely, unlikely, data organization, line plot, graphs, charts, mean, mode, median, range)
 - Patterns, Functions, and Algebra (sorting, classification, repeating relationships, numerical sentences, concept of equality, numerical/geometric patterns, variables)
- Science
 - Scientific Investigation (scientific method, prediction, observation, classification, predictions, inferences, senses, hypothesis, experimentation, data analysis, graphs, charts, observations, estimation, use of tools, problem development, dependent/controlled/independent variables, conclusions, nature of science)
 - Forces, Motion, and Energy
 - Magnets (magnet applications, natural/artificial magnets, magnetism, poles, compass)
 - Simple Machines (types of simple machines, compound machines, applications)
 - Motion (moving objects, motion, forces, friction, kinetic energy)
 - Electricity (conductors/insulators, circuits, static electricity, heat, mechanical energy, electromagnets)
 - Sound (frequency, waves, wave length, vibration, media, applications)

- Light (spectrum, waves, refraction, reflection, transparent, opaque)
 - Matter
 - Physical Properties (physical change)
 - States (solids, liquids and gases)
 - Measurement (mass, volume, length, width , height)
 - Structure (atoms, molecules, compounds, mixtures, solutions, heat effects)
 - Life Processes
 - Basic needs of plants and animals,
 - Life cycles
 - Adaptations (hibernation, camouflage, mimicry, instinct, learned behaviors)
 - Plant Anatomy and Plant Life Processes (flowering plants, pollination, photosynthesis)
 - Living Systems
 - Interdependence of Living Things (habitats, aquatic/terrestrial chain relationships)
 - Ecology (environments, populations, communities, ecosystems, adaptations, flow of energy, food webs, niches, life cycles)
 - Life Structure (cells, cell structure)
 - Vascular and Non-Vascular Plants
 - Vertebrates and Invertebrates
 - Interrelationships in Earth/Space Systems
 - Weather (storms, temperature, winds, precipitation, weather data, weather instruments, fronts, clouds, prediction)
 - Soil (composition, importance, topsoil, conservation of soil)
 - Ocean Environments (geology, physical characteristics, biological characteristics)
 - Earth Patterns, Cycles and Change
 - Patterns (patterns in daily life, weather, growth)
 - Cycles (animal/plant life cycles, water cycle, conservation of water, day/night, moon phases/tides, earth-moon-sun relationships, seasons, rock cycle)
 - Change Over Time (changes in things, weather/seasonal changes, growth, migration, hibernation, adaptations, erosion, earth's history, plate tectonics, weathering, human impact)
 - Resources
 - Reuse, Recycling, and Conservation of Resources
 - Sources of Energy (sun, fossil fuels, renewable/nonrenewable resources)
 - Virginia Natural Resources
- History and Social Science
 - History (legends, historical accounts, holidays, American leaders, ancient China, ancient Egypt, American Indians, ancient Greece and Rome, West Africa empire of Mali, early explorations)
 - Geography (relative positions, maps, globes, map symbols, charts, tables, graphs, cardinal directions, land/water features, physical shape of US and

Virginia, capital of US and Virginia, locations of Egypt, China, American Indian tribes, Greece, Rome, and West Africa, letter grid system, prime meridian, equator, seven continents, four oceans, selected rivers and lakes, regions explored in America by early explorers, locations of Spain, England and France)

- Economics (types of work, basic needs of people, use of money, goods and services, buyers and sellers, natural resources, human and capital resources, concept of specialization, production interdependence, economic choices and opportunity costs)
- Civics (good citizenship characteristics, American flag, Pledge of Allegiance, US Presidents, symbols of US, communities of Virginia, diversity of Virginia, American traditions, purpose of government, rules/laws, republican form of government, individual rights)
- Virginia Studies (historical/geographical analysis of artifacts, historical events, first inhabitants, sections of Virginia, water features, American Indian languages in Virginia, colonization, Virginia's role in the American Revolution, colonial life in Virginia, political growth, western expansion, Virginia's role in the Civil War, 1990 to present)
- United States History to 1877 (historical and geographical analysis, use of maps and globes, exploration of America, the American Revolution, early cultures, American Indians, colonial America, causes and effects of the American Revolution, expansion and reforms, Civil War, Reconstruction)

3. Grade Appropriate Academic Subject Matter Teaching Skills

- The incorporation of student learning processes such as:
 - Higher-order thinking skills
 - Problem-solving
 - Critical thinking
 - Memorization
- The use of instructional strategies including:
 - Whole-group discussion
 - Cooperative learning
 - Direct instruction
 - Discovery learning
 - Graphic organizers such as concept mapping and webbing
 - Independent study
 - Interdisciplinary instruction
 - Inquiry method
 - Student centers
- Connecting curriculum goals and experiences of students
 - Assessing students' prior knowledge
 - Guided Practice
 - Independent practice
 - Modeling
 - Problem Solving
 - Transitions

4. Differentiation of Content Instruction for Diverse Learners

- Specific activities that address areas of exceptionality such as: learning styles, multiple intelligences, concrete vs. abstract learners, cultural differences (including language)
 - Extra assistance
 - Tutoring
 - Modified expectations
 - Extension of activity/testing time
 - Modification of assignments
 - Peer help
 - Re-teaching
 - Alternative assignments and assessments

5. Student Assessment and Achievement of Core Content Concepts

- Closed response (multiple choice, true-false, matching, labeling)
- Limited response (fill-in-the-blank, short-answer, open-ended)
- Journals
- Portfolio
- Essay questions
- Teacher-student contracts
- Rubric-based assessments
- Projects
- Research papers
- Written or oral presentations
- Learning log
- Concept mapping
- Venn diagrams
- Role playing
- Experiments
- Learning centers
- Observation of performance
- One-on-one conferences
- Student explanations
- Performance-based assessments

Board of Education Agenda Item

Item: _____ J. _____

Date: February 28, 2007

Topic: Final Review of Proposed Revised Foreign Language Standards of Learning

Presenter: Ms. Helen Small, Specialist for Foreign Languages

Telephone Number: (804) 225-3666

E-Mail Address: Helen.Small@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action

Date October 25, 2006

Action Approved for first review and public comment

Background Information:

In January 2006, the Board approved a plan to review the Foreign Language Standards of Learning (SOL). In October 2006, the Board approved the revised SOL for public comment and public hearings. Two public hearings were held; one on November 29, 2006, in Richmond, and one on December 5, 2006, in Fairfax County. No comments were received at the public hearings. Written comments submitted during the public comment period were reviewed and analyzed. Several recommendations have been incorporated into the proposed document presented to the Board for final review. The revisions were made to enhance clarity, specificity, rigor, and alignment of skills and content, and to reflect the most current best practices. The proposed revised Foreign Language Standards of Learning and a summary of the modifications made to the SOL are attached.

Summary of Major Elements:

The attached draft of the proposed revised Foreign Language Standards of Learning (Attachment A) consists of the following elements:

Foreword

The Foreign Language Standards of Learning are an important part of Virginia's efforts to provide

challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in an expanding global society.

Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for levels I through IV of the French, German, Latin, Spanish, and Modern Foreign Languages Standards of Learning. The introduction includes explanations of the goals and organizing strands.

- **Goals**

Foreign Language Standards of Learning for French, German, Latin, Spanish, and Modern Foreign Languages are organized around the goals of Effective Communication, Enhanced Cultural Understanding, Expanded Access to Information, and Increased Global Perspective.

- **Strands**

The content strands support the goals and remain constant as organizing principles for all levels. The strands for French, German, Spanish, and Modern Foreign Languages reflect Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. The strands for Latin are similar, with Reading for Understanding; Using Oral and Written Language for Understanding; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. Each strand is followed by one or two standards.

Standards of Learning

Standards reflect end-of-course benchmarks for levels I through IV of French, German, Latin, and Spanish, as well as for generic Modern Foreign Language standards that can be used for additional languages, including those with non-Roman alphabets. Separate standards exist for:

French:	French I, French II, French III, French IV
German:	German I, German II, German III, German IV
Latin:	Latin I, Latin II, Latin III, Latin IV
Spanish:	Spanish I, Spanish II, Spanish III, Spanish IV
Modern Foreign Languages:	Level I, Level II, Level III, Level IV

Final revisions were made based on the public comments received by e-mail and written communication. No comments were received at the two public hearings.

French – Two teachers

- Request to add vocabulary lists, grammar outlines, and a pacing guide for each level
- Support for the revisions in wording making the objectives and goals clear and concise

German – One teacher

- Request to clarify the intent of some terms in the Foreword, Introduction, and Course Description for Level I

Latin – No comments received

Spanish – Two teachers, one foreign language supervisor

- Request to place more emphasis on students using languages other than English at the elementary level with smooth transitions into middle school language programs
- Request to provide funding to support access to national proficiency tests to all schools or school

divisions to determine how well students are able to communicate in the target language

- Request to add vocabulary lists, grammar outlines, and a pacing guide for each level
- Request to reorganize standards emphasizing the four essential skills of listening to understand, speaking to communicate, reading to connect, and writing to transcend, in that order

Modern Foreign Languages – One foreign language supervisor and one teacher

- Request to include in the Introduction the need for longer sequences of study mentioned in the Foreword
- Support for the change from foreign to target language
- Support for the need for extended sequences of language study

Revisions made as a result of comments received:

- Clarification of some terms used in the Introduction and Course Descriptions
- Reinforcement of the need for longer sequence of language study beginning at the elementary level added to the Introduction

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed Foreign Language Standards of Learning.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:

Upon approval of the Foreign Language Standards of Learning the Department of Education will post the document on the department's Standards of Learning Web site. By summer 2007, the document will be printed and distributed to the field.

DRAFT **Foreign Language** **Standards of** **Learning**

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

February 28, 2007

Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in ~~June 2000-xxx~~ 2007 by the Virginia Board of Education to emphasize the importance of foreign language instruction in the eCommonwealth. They reflect a review of the previous standards, adopted in June 2000.

The Foreign Language Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools and to enhance the preparation of Virginia's students to compete in an rapidly expanding global society. Knowledge and skills that students acquire in their foreign language classes will ~~support~~ reinforce and expand their learning in other subjects, enable them to interact effectively with others, and give them increased access to information across the world.

The Standards of Learning set reasonable targets and expectations for what students should know and be able to do by the end of each language course offered for a standard unit of credit. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students. However, in order for students to become proficient in other languages, they must have opportunities for longer sequences of language study. Therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary grades.

Copies of the Foreign Language Standards of Learning are being distributed to public schools throughout Virginia for school divisions and teachers to use in developing curricula and lesson plans to support the standards. These standards state the end-of-course requirements in levels I – IV of French, German, Latin, and Spanish. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content. There are also generic Modern Foreign Language Standards of Learning that may be adapted to other modern languages including ~~for~~ non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic, ~~and other languages that may be taught in the commonwealth.~~ The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. Schools are encouraged to go beyond the prescribed standards and to enrich the curriculum to meet the needs of all students.

The Foreign Language Standards of Learning were developed through a series of public hearings and the efforts of many classroom teachers, curriculum specialists, administrators, and college faculty who assisted the Department of Education in developing and reviewing the draft documents. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve the ~~new~~ academic standards.

A major objective of Virginia's educational agenda is to give our citizens a program of public education that is among the best in the nation and that meets the needs of all young people in the eCommonwealth. These Standards of Learning continue the process for achieving that objective.

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Introduction

The Foreign Language Standards of Learning identify essential content, processes, and skills for each level of language learning in Virginia's secondary schools. There are specific standards for French, German, Latin, and Spanish, Levels I – IV, as well as generic Modern Foreign Language Standards adaptable for courses in other modern languages. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Each level of the modern language standards is organized around seven content strands with a total of ten to twelve standards at each level that outline the knowledge, skills, and processes essential for language learning, focusing on communication. The Latin standards are organized around six content strands with a total of seven to eight standards at each level that focus on interpretation of text. ~~The emphasis on communication and interpretation ensures that students exiting foreign language programs in Virginia's high schools will be able to interact with users of the language and understand their culture. Between ten and twelve standards have been written for each level of the modern languages. Latin has seven or eight standards at each level.~~ Each standard for each of the languages is followed by two or more essential components of the standard. The examples following the phrase *such as* in some of the components are suggestions offered to clarify the intent of the standard and are not requirements.

The emphasis on communication and interpretation ensures that students exiting long-term, sequential foreign language programs in Virginia's secondary schools will be able to interact within reasonable limits with users of the language and understand their culture. The level of proficiency reached is dependent upon the length of contact with the target language; therefore, school divisions are encouraged to offer foreign language instruction beginning in the elementary schools. However, ~~The ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study, but requires the student to~~ Students should be encouraged to pursue ~~seek~~ opportunities beyond the normal classroom setting, including long-term contact with, or immersion in, the target language and culture, such as participation in the Governor's Foreign Language Academies.

The ~~G~~generic Modern Foreign Language Standards ~~have also been developed and~~ may be adapted for other languages including non-Roman alphabet languages, such as Japanese, Chinese, Russian, Korean, and Arabic. In addition, a curriculum framework for American Sign Language has been developed for Levels I – III and is published in a separate document.

The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community. ~~The standards of learning do not encompass~~ ~~comprise~~ the ~~entire~~ curriculum for a given course or prescribe how the content should be taught. The concepts and structures for each level should be presented in a spiraling fashion that allows them to be re-introduced with increasing complexity at various stages of language development. ~~The standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community.~~ In addition, local assessments should be ~~matched~~ aligned to local curricula and state standards and designed to measure students' ability to use the ~~foreign~~ target language.

Several terms that have particular significance within foreign language education are used throughout the document. Reference is often made to *culturally authentic materials*, which are materials that have been created for and by native speakers of the language, and which have been derived from the culture itself. In addition, because language courses are sequential, reference is made to *level-appropriate* linguistic elements, skills, or instructional materials. *Level-appropriate* means that the content, process, skills, or material described should require students to function at a level consistent with their state of language development. For example, the same instructional resource, such as a culturally authentic text or video, may be used at

various levels of instruction by simply matching the linguistic task assigned to the students with their language proficiency level. Cultural competence refers to the appropriateness of a response. According to the American Council on the Teaching of Foreign Languages, cultural competence addresses the students' ability to know "how, when, and why to say what to whom."

Goals

Achieving cultural and linguistic fluency is a long-term endeavor, requiring experiences beyond the classroom. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior ~~which~~ that order their world, and the ideas and perspectives ~~which~~ that guide their behaviors.
- Students will learn about the contributions of other cultures to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through language study, which enables them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, which gives them a greater choice of resources and a richer base of knowledge.

Increased Global Perspective

- Students will contribute to and respond to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of second language study.

Explanation of Strands

The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application for students: Person-to-Person Communication; Listening and Reading for Understanding; Oral and Written Presentation; Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Six strands have been identified for Latin language learning, two of which focus on the skills needed by students to read and interpret Latin texts: Reading for Understanding and Using Oral and Written Language for Understanding. These strands unique to Latin are explained at the end of the introduction. All other strands for Latin are the same as those for the modern languages: Cultural Perspectives, Practices, and

Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities.

Person-to-Person Communication*

The person-to-person communication strand identifies the content and range of skills that students demonstrate when they exchange information with another person. In the person-to-person strand, they demonstrate their ability to initiate, sustain, and close a conversation or interactive written communication, such as an e-mail exchange. This strand focuses on the skills that students need to develop in order to maintain an interactive communication with another person.

Listening and Reading for Understanding**

~~The comprehension and interpretation of written or oral communication ability to understand spoken and written language is the second communicative mode strand within the range of skills that students develop to demonstrate communicative competence. The ability to understand spoken and written language students' level of communicative competence is indicated by the level of comprehension of a text and the interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the communication is one way and focuses on what students can comprehend without the opportunity for clarification.~~

Oral and Written Presentation**

The third strand focusing on communicative competence centers around the ability of a student to present information to an audience either orally or in writing. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations, and again, differ from the person-to-person strand in that students do not interact with the audience, ~~but must rely on their presentational skills. This strand focuses on the skills necessary to deliver the message to the audience by relying on presentational skills.~~

Cultural Perspectives, Practices, and Products

Understanding the culture of the speakers of the language is an integral part of learning a language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). The in-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

Making Connections through Language

The topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture they are learning with concepts studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information available to them in the ~~foreign-target~~ language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

Cultural and Linguistic Comparisons

The process of language learning causes students to reflect on their own language and culture in a way that increases their understanding of the nature of language in general and of elements of their native language and culture. As they become more knowledgeable about the ~~foreign-target~~ language, they increase their own skills in their native language as they make continuous comparisons between the ~~foreign-target~~ language and

their own. The insight students develop into their own culture helps them to increase their awareness and openness to people who speak other languages and who may view the world from a different perspective.

Communication across Communities

Knowledge of the ~~foreign-target~~ language and culture is enhanced ~~for students when they~~ students have the opportunity to apply their skills and knowledge beyond the classroom. This application can take many forms, from corresponding with a native speaker of the language to visiting local sites where the language and culture are prominent. Within the Commonwealth of Virginia, there are myriad situations in which students can make these connections: ethnic populations within the local community, foreign-owned businesses that have offices and factories in many parts of the state, and numerous resources available through the Internet and other media. It is the practical application of their language skills that motivates students to continue their language study and develop a ~~life-long~~ lifelong interest in participating in the global community.

* *There is no Person-to-Person strand for Latin.*

** *The two communication strands for Latin have been modified and are described below.
The remaining four strands for Latin are the same as those for the modern languages.*

Reading for Understanding

Latin students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced to authentic texts as early as possible, ~~even through such as~~ graffiti from the Roman world or short philosophical statements of the ancient Romans. The ability of students to derive cultural as well as linguistic information from a text is the focus of a Latin program.

Using Oral and Written Language for Understanding

The ability of students to read a Latin text is facilitated through their active use of Latin involving oral and written language. For many students, hearing the language and learning to use it orally enables them to read and understand a Latin text more easily. As part of the language learning process, students learn to ask and answer questions, comprehend spoken texts, and ~~write~~ compose simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

Modern Foreign Language Level I

Course Description

In Level I language courses, ~~focus on students the beginning~~ to development of the students' ~~their~~ communicative competence in the ~~foreign-target~~ language and their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another speaker of the language; ~~reading and~~ listening ~~and reading~~ as a receptive process in which comprehension of ~~texts in the~~ ~~foreign-target~~ language is developed; and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information. In Level I classes, the students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the foreign language as much as possible in all areas of study emphasis is placed on the use of the target language in the classroom as well as on the use of authentic materials to learn about the culture.~~ Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the ~~foreign-target~~ language and in providing students the opportunity to interact with native speakers of the language.

Person-to-Person Communication

- MFLI.1 The student will exchange simple spoken and written information in the ~~foreign-target~~ language.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- MFLI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in the ~~foreign-target~~ language using familiar phrases and sentences.
1. Initiate, ~~participate in sustain~~, and close a brief oral ~~or~~ ~~and~~ written exchanges in the ~~foreign target~~ language with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in the ~~foreign-target~~ language.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- MFLI.3 The student will understand simple spoken and written language based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and~~ listening ~~and reading~~ in the ~~foreign-target~~ language.
 2. Comprehend simple, culturally authentic ~~oral and written materials, such as~~ announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in the ~~foreign-target~~ language.

3. ~~Understand~~ Follow simple instructions in the ~~foreign-target~~ language, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology~~.

MFLI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in the ~~foreign-target~~ language.

1. Differentiate among statements, questions, and exclamations.
2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

MFLI.5 The student will present orally and in writing information in the ~~foreign-target~~ language that contains a variety of familiar vocabulary, phrases, and structural patterns.

1. Present in the ~~foreign-target~~ language information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
2. Describe in the ~~foreign-target~~ language basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
3. Demonstrate increasing attention to accuracy in intonation and pronunciation in the ~~foreign target~~ language, especially when presenting prepared material orally.
4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the ~~foreign-target~~ language.

MFLI.6 The student will present rehearsed material in the ~~foreign-target~~ language, including brief narratives, monologues, dialogues, poetry, and/or songs.

1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

MFLI.7 The student will develop an awareness of perspectives, practices, and products of the cultures where the ~~foreign-target~~ language is spoken.

1. Identify some viewpoints of the cultures, such as those relating to time, education, transportation, and the role of family members.
2. Identify some customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from the cultures studied.
4. Identify some products of the cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.

MFLI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

1. Recognize that the cultures studied are shaped by viewpoints, customs/traditions, and products of speakers of the language.
2. Identify major cities and geographical features and why they are significant in the cultures studied.

Making Connections through Language

- MFLI.9 The student will ~~recognize how information acquired in the study of the foreign language and information acquired in other subjects reinforce one another~~ connect information about the target language and culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the ~~foreign~~ target language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the ~~foreign~~ language class, such as current events or contributions of important individuals from countries where the language is spoken ~~or the influence of foreign explorers and settlers on various regions of the United States.~~

Cultural and Linguistic Comparisons

- MFLI.10 The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of the cultures studied.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- MFLI.11 The student will compare basic elements of the ~~foreign-target~~ language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- MFLI.12 The student will ~~identify situations~~ explore areas in which ~~foreign-target~~ language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the ~~foreign-target~~ language and the cultures studied that are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the cultures studied.

Modern Foreign Language Level II

Course Description

In Level II foreign language, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign~~ target language, and making oral and written presentations in the ~~foreign~~ target language. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of the ~~foreign~~ target language in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- MFLII.1 The student will exchange spoken and written information and ideas in the ~~foreign~~ target language.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in the target language.
 - ~~2. Give and follow basic instructions and directions in the foreign language.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- MFLII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the ~~foreign~~ target language using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as past,~~ and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- MFLII.3 The student will understand basic spoken and written language based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and listening and reading~~ in the ~~foreign~~ target language.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as and~~ familiar information in the ~~foreign~~ target language.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in the ~~foreign~~ target language, such as those for following recipes or ~~using computers~~ applying technology.
- MFLII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in the ~~foreign~~ target language.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- MFLII.5 The student will present orally and in writing information in the ~~foreign-target~~ language that combines learned ~~as well as and~~ original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print nonprint~~ materials in the ~~foreign-target~~ language.
 2. Present information in the ~~foreign-target~~ language using structures that reflect present, ~~as well as past,~~ and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking the ~~foreign-target~~ language.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in the ~~foreign-target~~ language.
- MFLII.6 The student will present rehearsed and unrehearsed material in the ~~foreign-target~~ language including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- MFLII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.
1. Participate in ~~real-authentic~~ or simulated cultural ~~events-activities~~, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with the cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of the countries studied on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- MFLII.8 The student will use information acquired in the study of the ~~foreign-target~~ language and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the ~~foreign-target~~ language and cultures in other subject areas, such as foreign words used in the English language or contributions of important ~~mathematicians and scientists- individuals~~ from countries where the language is spoken.
 2. ~~Relate-Compare and contrast~~ information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.

Cultural and Linguistic Comparisons

- MFLII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the cultures studied and those of the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of countries where the ~~foreign-target~~ language is used and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- MFLII.10 The student will develop a ~~better-deeper~~ understanding of the English language through the study of the ~~foreign-target~~ language.
1. Recognize critical sound distinctions and intonation in the ~~foreign-target~~ and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of the ~~foreign-target~~ language and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in the ~~foreign-target~~ language and English.

Communication across Communities

- MFLII.11 The student will ~~develop and~~ apply ~~foreign-target~~ language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in the target language how the ~~foreign-target~~ language and cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge.

Modern Foreign Language Level III

Course Description

In Level III foreign language, students continue to develop their proficiency in the three ~~modes~~ ~~strands~~ of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign~~ ~~target~~ language, and making oral and written presentations in the ~~foreign~~ ~~target~~ language. They communicate at a level commensurate with their study, using more complex structures in the language on a variety of topics, ~~and~~ moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and listen to~~ and are able to identify significant details when the topics are familiar. ~~The foreign language is used almost exclusively in the class as s~~Students develop the ability to discuss in the target language topics related to historical and contemporary events and issues.

Person-to-Person Communication

- MFLIII.1 The student will engage in original and spontaneous oral and written communications in the ~~foreign~~ ~~target~~ language.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in the foreign language.
- MFLIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the ~~foreign~~ ~~target~~ language, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in the ~~foreign~~ ~~target~~ language via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate language.

Listening and Reading for Understanding

- MFLIII.3 The student will comprehend spoken and written language based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to~~ passages or reading materials, such as live and recorded conversations, short lectures, reports, and literary selections in the ~~foreign~~ ~~target~~ language.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in the ~~foreign~~ ~~target~~ language.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and~~ informational materials in the ~~foreign~~ ~~target~~ language, such as those needed to understand a ~~train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- MFLIII.4 The student will present orally and in writing information in the ~~foreign-target~~ language that combines learned ~~as well as and~~ original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in the ~~foreign-target~~ language orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- MFLIII.5 The student will present in the target language student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in the foreign language~~.
1. Produce well-organized spoken and written presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- MFLIII.6 The student will ~~discuss~~ examine in the target language the interrelationship among the perspectives, practices, and products of the cultures studied.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in the cultures studied.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of people who speak the ~~foreign-target~~ language and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of the cultures studied.

Making Connections through Language

- MFLIII.7 The student will use the target language to reinforce and broaden ~~his/her~~ knowledge of connections between the ~~foreign-target~~ language and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Use the target language to discuss how aspects of the ~~foreign~~ language and cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the foreign language class, such as issues related to the environment or the contributions of political, arts, or sports figures from countries where the language is spoken, ~~to the world~~.
 3. Utilize resources in the target language to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- MFLIII.8 The student will use the target language to discuss ~~in the foreign language~~ why similarities and differences exist within and among cultures.
1. Use ~~level-appropriate~~ the target language to discuss the influences of historical and contemporary events and issues on the relationships between countries where the ~~foreign~~ target language is spoken and the United States.
 2. Compare and contrast aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

- MFLIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the ~~foreign-target~~ language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the language studied.

Communication across Communities

- MFLIII.10 The student will improve ~~foreign-target~~ language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand ~~foreign-target~~ language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use-~~Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Modern Foreign Language Level IV

Course Description

In Level IV foreign language and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the ~~foreign-target~~ language, and making oral and written presentations in the ~~foreign-target~~ language. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use the ~~foreign-target~~ language to access information in other subject areas and to compare and contrast cultural elements in the countries where the language is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- MFLIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in the ~~foreign target~~ language on ~~various topics~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in the ~~foreign-target~~ language, and elicit those of others.
 2. Exchange ~~with others, in the target language,~~ personal reactions ~~in the foreign language to~~ spoken and written information related to the cultures studied.
 3. Exchange, in the target language, information ~~in the foreign language~~ from outside sources such as newspapers, magazines, broadcasts, or the Internet.
- MFLIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in the ~~foreign-target~~ language.
1. Use a full range of ~~level appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in the ~~foreign-target~~ language based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in the ~~foreign-target~~ language.

Listening and Reading for Understanding

- MFLIV.3 The student will comprehend spoken and written language found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in the ~~foreign-target~~ language, such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone, in a variety of ~~level appropriate works~~ culturally authentic materials in the ~~foreign-target~~ language ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and follow/respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in the ~~foreign-target~~ language, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- MFLIV.4 The student will relate information in the ~~foreign-target~~ language that combines learned ~~as well as~~ ~~and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in the ~~foreign-target~~ language containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- MFLIV.5 The student will present ~~or perform~~ in the ~~foreign-target~~ language ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in the ~~foreign-target~~ language using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ ~~nonverbal~~ presentational techniques.

Cultural Perspectives, Practices, and Products

- MFLIV.6 The student will ~~discuss~~ ~~analyze~~ in the ~~foreign-target~~ language how various perspectives reflect the practices and products of the cultures studied.
1. Discuss in the ~~foreign-target~~ language how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ ~~authentic~~ or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- MFLIV.7 The student will demonstrate ~~an~~ ~~increased~~ understanding of the connections between content studied in the ~~foreign-target~~ language class and in other subject areas.
1. Discuss how the ~~foreign-target~~ language and cultures are found in other subject areas through ~~various~~ ~~a variety of~~ topics, such as ~~legal~~ ~~and~~ political systems and world literature.
 2. Use ~~level~~ ~~appropriate~~ ~~the~~ ~~target~~ language to relate topics discussed in other subject areas to those discussed in the ~~foreign-target~~ language class, such as foreign authors and artists or political and historical events that involve countries where the foreign language is spoken.
 3. Utilize resources in the target language to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- MFLIV.8 The student will use the ~~foreign-target~~ language at an appropriate level to discuss the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and~~ ~~d~~Discuss in the ~~foreign-target~~ language the role of culture in the development of relationships between the United States and countries where the ~~foreign target~~ language is spoken.
 2. ~~Discuss~~ ~~Analyze~~ how members of the target cultures perceive the United States is viewed by members of cultures where the foreign language is spoken and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of countries where the ~~foreign-target~~ language is spoken and in the United States.

- MFLIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the ~~foreign-target~~ language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in countries where the ~~foreign-target~~ language is spoken and in the United States.
 2. Compare linguistic elements of the ~~foreign-target~~ language and English, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships.

Communication across Communities

- MFLIV.10 The student will apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in the ~~foreign-target~~ language information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize resources in the ~~foreign-target~~ language, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

French I

Course Description

~~In Level French I French, focuses on the students beginning to development of the students' their~~ communicative competence in French and their understanding of the culture(s) of francophone countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another French speaker; ~~reading and listening and reading~~ as a receptive process in which comprehension of French ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the French language as much as possible in all areas of study~~ emphasis is placed on the use of French in the classroom as well as on the use of authentic materials to learn ~~about the culture~~. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in French and in providing students the opportunity to interact with native speakers of French.

Person-to-Person Communication

- FI.1 The student will exchange simple spoken and written information in French.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- FI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in French using familiar phrases and sentences.
1. Initiate, ~~participate in sustain~~, and close a brief oral ~~or~~ and written exchanges in French with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in French.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- FI.3 The student will understand simple spoken and written French based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening and reading~~ in French.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in French.
 3. ~~Understand~~ Follow simple instructions in French, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology~~.

- FI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in French.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- FI.5 The student will present orally and in writing information in French that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in French information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in French basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in French, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FI.6 The student will present rehearsed material in French, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- FI.7 The student will develop an awareness of perspectives, practices, and products of francophone cultures.
1. Identify some viewpoints of francophone cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of francophone cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from francophone cultures.
 4. Identify some products of francophone cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- FI.8 The student will recognize that perspectives, practices, and products of francophone cultures are interrelated.
1. Recognize that francophone cultures are shaped by viewpoints, customs/traditions, and products of speakers of French.
 2. Identify major cities and geographical features and why they are significant in francophone cultures.

Making Connections through Language

- FI.9 The student will ~~recognize how information acquired in the study of French and information acquired in other subjects reinforce one another~~ connect information about the French language and culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the French language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the French class, such as current events from francophone countries or the influence of French-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- FI.10 The student will demonstrate an understanding of the significance of culture through comparisons between francophone cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of francophone societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- FI.11 The student will compare basic elements of the French language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- FI.12 The student will ~~identify situations~~ explore areas in which French language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the French language and the cultures of francophone countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the francophone world.

French II

Course Description

In French II, students continue to develop their proficiency in the three ~~modes~~-~~strands~~ of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- FII.1 The student will exchange spoken and written information and ideas in French.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in French.
 - ~~2. Give and follow basic instructions and directions in French.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- FII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in French using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present ~~as well as~~ and past and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- FII.3 The student will understand basic spoken and written French based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ reading in French.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in French.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in French, such as those for following recipes or ~~using computers~~ applying technology.
- FII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in French.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- FII.5 The student will present orally and in writing information in French that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in French.
 2. Present information in French using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking French.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in French.
- FII.6 The student will present rehearsed and unrehearsed material in French including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- FII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of francophone cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with francophone cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of francophone countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- FII.8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the French language and francophone cultures in other subject areas, such as French words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from francophone countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the French class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of francophone countries.

Cultural and Linguistic Comparisons

- FII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the francophone world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of francophone countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- FII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of French.
1. Recognize critical sound distinctions and intonation in the French and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of French and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in French and English.

Communication across Communities

- FII.11 The student will ~~develop and~~ apply French language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in French how the French language and francophone cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French language resources in French, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the francophone world.

French III

Course Description

In French III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. They communicate at a level commensurate with their study, using more complex structures in French on a variety of topics, ~~and~~ moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~French is used almost exclusively in the class as s~~Students develop the ability to discuss in French topics related to historical and contemporary events and issues.

Person-to-Person Communication

- FIII.1 The student will engage in original and spontaneous oral and written communications in French.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in French.
- FIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in French via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate French.

Listening and Reading for Understanding

- FIII.3 The student will comprehend spoken and written French based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to passages or reading~~ materials, such as live and recorded conversations, short lectures, reports, and literary selections in French.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in French.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and~~ informational materials in French, such as those needed to understand ~~a train schedule~~ travel schedules or to use ~~the Internet technology~~.

Oral and Written Presentation

- FIII.4 The student will present orally and in writing information in French that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in French orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- FIII.5 The student will present in French student-created as well as culturally authentic stories, poems, and/or skits ~~in French~~.
1. Produce well-organized spoken and written French presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- FIII.6 The student will ~~discuss~~ examine in French the interrelationship among the perspectives, practices, and products of francophone cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in francophone cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of French-speaking people and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of francophone cultures.

Making Connections through Language

- FIII.7 The student will use French to reinforce and broaden ~~his/her~~ knowledge of connections between French and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Discuss in French how aspects of the French language and francophone cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to~~ with those studied in the French class, such as issues related to the environment or the contributions of political, arts, or sports figures from francophone countries ~~to the world~~.
 3. Utilize resources in French to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- FIII.8 The student will discuss in French why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate French to~~ Discuss in French the influences of historical and contemporary events and issues on the relationships between francophone countries and the United States.
 2. Compare and contrast aspects of francophone cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- FIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the French language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the French language.

Communication across Communities

- FIII.10 The student will improve French language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand French language skills and cultural ~~knowledge~~ competence through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

French IV

Course Description

In French IV, V and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use French to access information in other subject areas and to compare and contrast cultural elements of francophone countries with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- FIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in French on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in French; and elicit those of others.
 2. Exchange ~~with others in French~~ personal reactions ~~in French~~ to spoken and written information related to francophone cultures.
 3. Exchange in French information ~~in French~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- FIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in French.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in French based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in French.

Listening and Reading for Understanding

- FIV.3 The student will comprehend spoken and written French found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in French such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works in French that are~~ culturally authentic materials in French, such as radio and television segments or literary passages.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in French, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- FIV.4 The student will relate information in French that combines learned ~~as well as~~ and original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in French containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- FIV.5 The student will present ~~or perform~~ in French ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in French using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- FIV.6 The student will ~~discuss~~ analyze in French how various perspectives reflect the practices and products of francophone cultures.
1. Discuss in French how topics such as the European Union and people of French heritage in the United States illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- FIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in French class and in other subject areas.
1. Discuss how the French language and francophone cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ French to relate topics discussed in other subject areas to those discussed in the French class, such as authors and artists from francophone countries or political and historical events that involve francophone countries.
 3. Utilize resources in French to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- FIV.8 The student will discuss in level-appropriate French the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and~~ Discuss in French the role of culture in the development of relationships between the United States and francophone countries.
 2. ~~Discuss~~ Analyze how members of francophone cultures perceive the United States is viewed by members of francophone cultures and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ francophone countries and the United States.

- FIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the French language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in ~~both~~ francophone countries and the United States.
 2. Compare French and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships, such as *depuis* + present tense and *passé composé* vs *imparfait*.

Communication across Communities

- FIV.10 The student will apply French language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in French information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize French resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

German I

Course Description

~~In Level German I German, focuses on the students beginning to development of the students' their~~ communicative competence in German and their understanding of the culture(s) of countries where German is spoken. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another German speaker; ~~reading and listening and~~ reading as a receptive process in which comprehension of German ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I German classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the German language as much as possible in all areas of study~~ emphasis is placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of German classes is the use of the German language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in German and in providing students the opportunity to interact with native speakers of German.

Person-to-Person Communication

- GI.1 The student will exchange simple spoken and written information in German.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- GI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in German using familiar phrases and sentences.
1. Initiate, ~~participate in~~ sustain, and close a brief oral ~~or~~ and written exchanges in German with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in German.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- GI.3 The student will understand simple spoken and written German based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening and~~ reading in German.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in German.
 3. ~~Understand~~ Follow simple instructions in German, such as classroom procedures or ~~basic computer terminology~~ for use of computers and other classroom technology.

- GI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in German.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- GI.5 The student will present orally and in writing information in German that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in German information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in German basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in German, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- GI.7 The student will develop an awareness of perspectives, practices, and products of German-speaking cultures.
1. Identify some viewpoints of German-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of German-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from German-speaking cultures.
 4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- GI.8 The student will recognize that perspectives, practices, and products of German-speaking cultures are interrelated.
1. Recognize that German-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of German, such as the concepts of ~~Schultete~~ Schultüte, *Stammtisch*, family celebrations, and typical foods.
 2. Identify major cities and geographical features and why they are significant in German-speaking cultures.

Making Connections through Language

- GI.9 The student will ~~recognize how information acquired in the study of German and information acquired in other subjects reinforce one another~~ connect information about the German language and cultures with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of vocabulary, phrases, proverbs, and symbols from the German language that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the German class, such as current events from German-speaking countries or the influence of German-speaking ~~explorers and~~ settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- GI.10 The student will demonstrate an understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of German-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- GI.11 The student will compare basic elements of the German language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- GI.12 The student will ~~identify situations~~ explore areas in which German language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the German language and the cultures of German-speaking countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the German-speaking world.

German II

Course Description

In German II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the German language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of German in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- GII.1 The student will exchange spoken and written information and ideas in German.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in German.
 - ~~2. Give and follow basic instructions and directions in German.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- GII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in German using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as~~ past, and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- GII.3 The student will understand basic spoken and written German based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and~~ reading in German.
 2. ~~Understand~~ Respond appropriately to culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in German.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in German, such as those for following recipes or ~~using computers~~ applying technology.
- GII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in German.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- GII.5 The student will present orally and in writing information in German that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in German.
 2. Present information in German using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking German.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in German.
- GII.6 The student will present rehearsed and unrehearsed material in German including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- GII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of German-speaking cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with German-speaking cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of German-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- GII.8 The student will use information acquired in the study of German and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the German language and German-speaking cultures in other subject areas, such as German words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from German-speaking countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in German class, such as use of the metric system or the impact of historical events on various regions of the world.

Cultural and Linguistic Comparisons

- GII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the German-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of German-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- GII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of German.
1. Recognize critical sound distinctions and intonation in the German and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of German and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in German and English.

Communication across Communities

- GII.11 The student will ~~develop and~~ apply German language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in German how the German language and German-speaking cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German language resources, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the German-speaking world.

German III

Course Description

In German III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of German, understanding oral and written messages in German, and making oral and written presentations in German. They communicate at a level commensurate with their study, using more complex structures in German on a variety of topics, and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~German is used almost exclusively in the class as~~ Students develop the ability to discuss in German topics related to historical and contemporary events and issues.

Person-to-Person Communication

- GIII.1 The student will engage in original and spontaneous oral and written communications in German.
1. Express own opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in German.
- GIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect past, present, and future time.
 2. Exchange detailed information in German via conversations, notes, letters, or e-mail on familiar topics.
 3. Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate German.

Listening and Reading for Understanding

- GIII.3 The student will comprehend spoken and written German based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
1. Identify main ideas and pertinent details when ~~reading or listening to~~ passages or reading materials, such as live and recorded conversations, short lectures, reports, and literary selections in German.
 2. Understand culturally authentic materials that use new ~~as well as~~ and familiar information in German.
 3. Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational materials~~ in German, such as those needed to understand ~~a train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- GIII.4 The student will present orally and in writing information in German that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
1. Summarize and communicate main ideas and supporting details in German orally and in writing from a variety of authentic language materials.
 2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- GIII.5 The student will present in German student-created ~~as well as~~ and culturally authentic stories, poems, and/or skits ~~in German~~.
1. Produce well-organized spoken and written German presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- GIII.6 The student will ~~discuss~~ examine in German the interrelationship among the perspectives, practices, and products of German-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in German-speaking cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of German ~~speaking people~~ speakers and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of German-speaking cultures.

Making Connections through Language

- GIII.7 The student will use German to reinforce and broaden ~~his/her~~ knowledge of connections between German and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. ~~Identify~~ Discuss in German how aspects of the German language and German-speaking cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to~~ with those studied in the German class, such as issues related to the environment or the contributions of political, arts, or sports figures from German-speaking countries ~~to the world~~.
 3. Utilize resources in German to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- GIII.8 The student will discuss in German why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate German to~~ Discuss in German the influences of historical and contemporary events and issues on the relationships between German-speaking countries and the United States.
 2. Compare and contrast aspects of German-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- GIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the German language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the German language.

Communication across Communities

- GIII.10 The student will improve German language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand German language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

German IV

Course Description

In German IV, V and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other German speakers, understanding oral and written messages in German, and making oral and written presentations in German. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written German texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use German to access information in other subject areas and to compare and contrast cultural elements of countries where German is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- GIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in German on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in German, and elicit those of others.
 2. Exchange ~~with others in German~~ personal reactions ~~in German~~ to spoken and written information related to German-speaking cultures.
 3. Exchange in German information ~~in German~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- GIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in German.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in German based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in German.

Listening and Reading for Understanding

- GIV.3 The student will comprehend spoken and written German found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in German such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works~~ culturally authentic materials in German ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and follow/respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in German, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- GIV.4 The student will relate information in German that combines learned ~~as well as and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in German containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- GIV.5 The student will present in German ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in German using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- GIV.6 The student will ~~discuss~~ analyze in German how various perspectives ~~reflect~~ are reflected in the practices and products of German-speaking cultures.
1. Discuss in German how topics such as the European Union and ~~Umwelt~~ the environment illustrate the viewpoints, patterns of behavior, and products of the cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- GIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in German class and in other subject areas.
1. Discuss how the German language and German-speaking cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ German to relate topics discussed in other subject areas to those discussed in the German class, such as authors and artists from German-speaking countries or political and historical events that involve German-speaking countries.
 3. Utilize resources in German to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- GIV.8 The student will discuss in level-appropriate German the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and d~~Discuss in German the role of culture in the development of relationships between the United States and German-speaking countries.
 2. ~~Discuss~~ Analyze how members of cultures where German is spoken perceive the United States is viewed by members of cultures where German is spoken and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ German-speaking countries and the United States.

- GIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the German language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both German-speaking countries and the United States.
 2. Compare German and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships.

Communication across Communities

- GIV.10 The student will apply German language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in German information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize German resources, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

Spanish I

Course Description

~~In Level Spanish I Spanish, focuses on the students beginning to development of the students' their~~ communicative competence in Spanish and their understanding of the culture(s) of Spanish-speaking countries. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another Spanish speaker; ~~reading and listening and~~ reading as a receptive process in which comprehension of Spanish ~~texts~~ is developed; and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience in delivering information. In Level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, ~~students are encouraged to use the Spanish language as much as possible in all areas of study emphasis is placed on the use of the Spanish language in the classroom as well as on the use of authentic materials to learn about the culture.~~ Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in Spanish and in providing students the opportunity to interact with native speakers of Spanish.

Person-to-Person Communication

- SI.1 The student will exchange simple spoken and written information in Spanish.
1. Use basic greetings, farewells, and expressions of courtesy both orally and in writing.
 2. Express likes and dislikes, requests, descriptions, and directions.
 3. Ask questions and provide responses based on self and familiar material, such as family members, personal belongings, school and leisure activities, time, and weather.
- SI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in Spanish using familiar phrases and sentences.
1. Initiate, ~~participate in sustain~~, and close a brief oral ~~or~~ and written exchanges in Spanish with emphasis on the present time.
 2. Use formal and informal forms of address in familiar situations in Spanish.
 3. Use gestures and simple paraphrasing to convey and comprehend messages.

Listening and Reading for Understanding

- SI.3 The student will understand simple spoken and written Spanish based on familiar topics that are presented through a variety of media.
1. Identify ~~the~~ main ideas and some details when ~~reading and listening and~~ reading in Spanish.
 2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures in Spanish.
 3. ~~Understand~~ Follow simple instructions in Spanish, such as classroom procedures or ~~basic computer terminology for use of computers and other classroom technology.~~

- SI.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to understand simple spoken and written messages in Spanish.
1. Differentiate among statements, questions, and exclamations.
 2. Use basic gestures, body language, and intonation to clarify the message.

Oral and Written Presentation

- SI.5 The student will present orally and in writing information in Spanish that contains a variety of familiar vocabulary, phrases, and structural patterns.
1. Present in Spanish information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.
 2. Describe in Spanish basic ~~familiar~~ information, such as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.
 3. Demonstrate increasing attention to accuracy in intonation and pronunciation in Spanish, especially when presenting prepared material orally.
 4. Demonstrate increasing attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SI.7 The student will develop an awareness of perspectives, practices, and products of Spanish-speaking cultures.
1. Identify some viewpoints of Spanish-speaking cultures, such as those relating to time, education, transportation, and the role of family members.
 2. Identify some customs and traditions of Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.
 3. Identify some important individuals, historical and contemporary, ~~individuals~~ associated with ~~important~~ significant events from Spanish-speaking cultures.
 4. Identify some products of Spanish-speaking cultures, such as natural and manufactured items, creative and fine arts, recreation and pastimes, dwellings, language, and symbols.
- SI.8 The student will recognize that perspectives, practices, and products of Spanish-speaking cultures are interrelated.
1. Recognize that Spanish-speaking cultures are shaped by viewpoints, customs/traditions, and products of speakers of Spanish, such as the concept of the extended family, a daughter's fifteenth birthday celebration, and typical foods.
 2. Identify major cities and geographical features and why they are significant in Spanish-speaking cultures.

Making Connections through Language

- SI.9 The student will ~~recognize how information acquired in the study of Spanish and information acquired in the study of other subjects reinforce one another~~ connect information about the Spanish language and its cultures with concepts studied in other subject areas.
1. ~~Give Identify~~ examples of vocabulary, phrases, proverbs, and symbols from ~~the Spanish language~~ that are used in other subjects.
 2. Relate content from other subject areas to topics discussed in the Spanish class, such as current events from Spanish-speaking countries or the influence of Spanish-speaking explorers and settlers on various regions of the United States.

Cultural and Linguistic Comparisons

- SI.10 The student will demonstrate an understanding of the significance of culture through comparisons between Spanish-speaking cultures and the cultures of the United States.
1. Compare patterns of behavior and interaction in the United States with those of Spanish-speaking societies.
 2. Demonstrate an awareness that social practices and personal interactions differ among cultures.
 3. Demonstrate an awareness of unique elements of the student's own culture.
- SI.11 The student will compare basic elements of the Spanish language to the English language.
1. Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
 2. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

Communication across Communities

- SI.12 The student will ~~identify situations~~ explore areas in which Spanish language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify~~ Present examples of the Spanish language and the cultures of Spanish-speaking countries that are evident in and through media, entertainment, and technology.
 2. ~~Identify~~ Utilize resources, such as individuals and organizations accessible through the community or the Internet, that provide ~~basic cultural~~ information about the Spanish-speaking world.

Spanish II

Course Description

In Spanish II, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

Person-to-Person Communication

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
- ~~1. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and direction and location.~~
 1. Give and follow basic instructions in Spanish.
 - ~~2. Give and follow basic instructions and directions in Spanish.~~
 2. Ask questions and provide responses based on self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- SII.2 The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in Spanish using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, ~~as well as past,~~ and future time.
 2. Use simple paraphrasing and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages.

Listening and Reading for Understanding

- SII.3 The student will understand basic spoken and written Spanish based on new topics in a familiar context that are presented through a variety of media.
1. Understand main ideas and identify essential details when ~~reading and listening~~ and reading in Spanish.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements that use ~~some new as well as~~ and familiar information in Spanish.
 3. Understand and ~~follow~~ respond appropriately to simple instructions in ~~consumer and~~ informational materials in Spanish, such as those for following recipes or ~~using computers~~ applying technology.
- SII.4 The student will use verbal and ~~non-verbal~~ nonverbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex statements, questions, and exclamations.
 2. Interpret gestures, body language, and intonation in order to clarify the message.

Oral and Written Presentation

- SII.5 The student will present orally and in writing information in Spanish that combines learned ~~as well as~~ and original language in simple sentences and paragraphs.
1. Relate with some detail the main ideas from level-appropriate print or ~~non-print~~ nonprint materials in Spanish.
 2. Present information in Spanish using structures that reflect present, ~~as well as~~ past, and future time.
 3. Demonstrate attention to accuracy in intonation and pronunciation when speaking Spanish.
 4. Demonstrate attention to accuracy in word order, punctuation, accents and other diacritical marks, and spelling when writing in Spanish.
- SII.6 The student will present rehearsed and unrehearsed material in Spanish including skits, poems, plays, short narratives, and/or songs.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expression.
 2. Communicate ideas in an organized manner using appropriate visual and/or technological support.

Cultural Perspectives, Practices, and Products

- SII.7 The student will demonstrate ~~an~~ understanding of the perspectives, practices, and products of Spanish-speaking cultures and how they are interrelated.
1. Participate in ~~real~~ authentic or simulated cultural ~~events~~ activities, such as family activities and holiday celebrations.
 2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as observance of business practices and celebration of national holidays.
 3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.

Making Connections through Language

- SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as Spanish words used in the English language or contributions of important ~~mathematicians and scientists~~ individuals from Spanish-speaking countries.
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the Spanish class, such as use of the metric system for measuring distance, volume, and weight or how modes of transportation reflect the economy and geography of Spanish-speaking countries.

Cultural and Linguistic Comparisons

- SII.9 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the Spanish-speaking world and the United States.
1. Identify similarities and differences of traditions, such as holidays, foods, family, and celebrations.
 2. Identify similarities and differences of the geography of Spanish-speaking countries and the United States and their impact on aspects of culture, such as clothing, foods, transportation, dwellings, recreation, and the arts.

- SII.10 The student will develop a ~~better~~ deeper understanding of the English language through the study of Spanish.
1. Recognize critical sound distinctions and intonation in the Spanish and English languages in communicating meaning.
 2. Compare vocabulary usage and structural patterns of Spanish and English.
 3. ~~Use level-appropriate~~ Compare the use of idiomatic expressions in Spanish and English.

Communication across Communities

- SII.11 The student will ~~develop and~~ apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate~~ Explain in Spanish how the Spanish language and Spanish-speaking cultures are evident in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish language resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce ~~basic~~ cultural knowledge of the Spanish-speaking world.

Spanish III

Course Description

In Spanish III, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate at a level commensurate with their study, using more complex structures in Spanish on a variety of topics, and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read ~~and hear~~ and are able to identify significant details when the topics are familiar. ~~Spanish is used almost exclusively in the class as~~ Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.

Person-to-Person Communication

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
- Express own opinions, preferences, and desires, and elicit those of others.
 - Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and ~~non-print~~ nonprint sources in Spanish.
- SIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
- Participate in sustained exchanges that reflect past, present, and future time.
 - Exchange detailed information in Spanish via conversations, notes, letters, or e-mail on familiar topics.
 - Use paraphrasing, circumlocution, and ~~non-verbal~~ nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.

Listening and Reading for Understanding

- SIII.3 The student will comprehend spoken and written Spanish based on new topics in familiar ~~as well as~~ and unfamiliar contexts that are presented through a variety of media.
- Identify main ideas and pertinent details when listening to or reading ~~or listening to passages~~ materials, such as live and recorded conversations, short lectures, reports, and literary selections in Spanish.
 - Understand culturally authentic materials that use new ~~as well as~~ and familiar information in Spanish.
 - Understand and ~~follow~~ respond appropriately to instructions presented in ~~consumer and informational~~ materials in Spanish, such as those needed to understand ~~a train schedule~~ travel schedules or to use ~~the Internet~~ technology.

Oral and Written Presentation

- SIII.4 The student will present orally and in writing information in Spanish that combines learned ~~as well as~~ and original language in increasingly complex sentences and paragraphs.
- Summarize and communicate main ideas and supporting details in Spanish orally and in writing from a variety of authentic language materials.
 - Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.

- SIII.5 The student will present in Spanish student-created ~~as well as and~~ culturally authentic stories, poems, and/or skits ~~in Spanish~~.
1. Produce well-organized spoken and written Spanish presentations appropriate to the type of audience and the purpose of the presentation.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques including visual aids and/or technological support.

Cultural Perspectives, Practices, and Products

- SIII.6 The student will ~~discuss~~ examine in Spanish the interrelationship among the perspectives, practices, and products of Spanish-speaking cultures.
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in Spanish-speaking cultures.
 2. ~~Discuss how~~ Compare and contrast the viewpoints of Spanish-speaking people and how these viewpoints are reflected in their practices and products, such as political systems, art and architecture, music, and literature.
 3. Investigate the role of geography in the history and development of Spanish-speaking cultures.

Making Connections through Language

- SIII.7 The student will use Spanish to reinforce and broaden ~~his/her~~ knowledge of connections between Spanish and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts~~.
1. Discuss in Spanish ~~Identify~~ how aspects of the Spanish language and Spanish-speaking cultures are found in other subject areas ~~through various topics, such as terminology specific to the content areas~~.
 2. ~~Relate~~ Correlate topics studied in other subject areas ~~to with~~ those studied in the Spanish class, such as ~~issues related to the environment or the contributions of political, arts, or sports figures from Spanish-speaking countries to the world~~.
 3. Utilize resources in Spanish to expand knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- SIII.8 The student will discuss in Spanish why similarities and differences exist within and among cultures.
1. ~~Use level-appropriate Spanish to discuss~~ Discuss in Spanish the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.
 2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.
- SIII.9 The student will strengthen ~~his/her~~ knowledge of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
 2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of the Spanish language.

Communication across Communities

- SIII.10 The student will improve Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Spanish language skills and cultural ~~knowledge-competence~~ through the use of media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

Spanish IV

Course Description

In Spanish IV, V, and above, students continue to develop their proficiency in the three ~~modes~~ strands of communicative competence: interacting with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements of countries where Spanish is spoken with their own. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Person-to-Person Communication

- SIV.1 The student will exchange ~~a wide variety of~~ information orally and in writing in Spanish on ~~various~~ a variety of topics related to contemporary and historical events and issues.
1. Express and support opinions in Spanish, and elicit those of others.
 2. Exchange ~~with others in Spanish~~ personal reactions ~~in Spanish~~ to spoken and written information related to Spanish-speaking cultures.
 3. Exchange in Spanish information ~~in Spanish~~ from outside sources, such as newspapers, magazines, broadcasts, or the Internet.
- SIV.2 The student will demonstrate skills necessary to sustain extended oral and written exchanges in Spanish.
1. Use a full range of ~~level-appropriate~~ vocabulary, structures, and past, present, and future time frames.
 2. Exchange ideas clearly in Spanish based on level-appropriate material.
 3. Use paraphrasing, circumlocution, and other creative means to express and comprehend ideas in Spanish.

Listening and Reading for Understanding

- SIV.3 The student will comprehend spoken and written Spanish found in a variety of authentic sources ~~that have been prepared for various purposes~~.
1. Identify various literary elements in spoken and written texts in Spanish such as plot, theme, setting, and characters.
 2. Understand ~~some~~ subtleties of meaning, such as intent, humor, and tone in a variety of ~~level-appropriate works~~ culturally authentic materials in Spanish ~~that are culturally authentic~~, such as radio and television segments or literary passages.
 3. Understand and follow/respond appropriately to instructions presented in spoken and written ~~consumer and~~ informational materials in Spanish, such as those for completing a customs declaration or creating a Web page.

Oral and Written Presentation

- SIV.4 The student will relate information in Spanish that combines learned ~~as well as and~~ original language in oral and written presentations of extended length and complexity.
1. Deliver presentations in Spanish containing well-developed ideas on a variety of topics with minimal errors in spelling, punctuation, and pronunciation in familiar vocabulary and language structures.
 2. Use style, language, and tone appropriate to the audience and the purpose of the presentation.
- SIV.5 The student will present ~~or perform~~ in Spanish ~~both~~ student-created and culturally authentic essays, poetry, plays, and/or stories.
1. Produce well-organized presentations in Spanish using appropriate visual aids and/or technological support.
 2. Use appropriate verbal and ~~non-verbal~~ nonverbal presentational techniques.

Cultural Perspectives, Practices, and Products

- SIV.6 The student will ~~discuss~~ analyze in Spanish how various perspectives reflect the practices and products of Spanish-speaking cultures.
1. Discuss in Spanish how topics such as educational systems and business practices illustrate the viewpoints, patterns of behavior, and products of Spanish-speaking cultures.
 2. Engage in ~~real-life~~ authentic or simulated situations that demonstrate ~~an~~ understanding of culturally appropriate practices.

Making Connections through Language

- SIV.7 The student will demonstrate ~~an~~ increased understanding of the connections between content studied in Spanish class and in other subject areas.
1. Discuss how the Spanish language and Spanish-speaking cultures are found in other subject areas through ~~various~~ a variety of topics, such as ~~legal and~~ political systems and world literature.
 2. Use ~~level-appropriate~~ Spanish to relate topics discussed in other subject areas to those discussed in the Spanish class, such as authors and artists from Spanish-speaking countries or political and historical events that involve Spanish-speaking countries.
 3. Utilize resources in Spanish to continue expanding knowledge related to other subject areas.

Cultural and Linguistic Comparisons

- SIV.8 The student will discuss in level-appropriate Spanish the effects of cultural similarities and differences on social, economic, and political relationships in the global community.
1. ~~Understand and d~~Discuss in Spanish the role of culture in the development of relationships between the United States and Spanish-speaking countries.
 2. ~~Discuss~~ Analyze how members of Spanish-speaking cultures perceive the United States is viewed by members of Spanish-speaking cultures and why.
 3. ~~Recognize the existence of~~ Examine local, regional, and national differences in the cultures of ~~both~~ Spanish-speaking countries and the United States.

- SIV.9 The student will expand ~~his/her~~ understanding of the English language through the study and analysis of increasingly complex elements of the Spanish language.
1. ~~Recognize the existence of~~ Examine local, regional, and national differences in sound systems, pronunciation, vocabulary, and usage in both Spanish-speaking countries and the United States.
 2. Compare Spanish and English linguistic elements, such as time, tense, and mood, and understand how each language uses different grammatical structures to express ~~time and tense~~ these relationships, such as *hacer* + present tense, *pretérito* vs *imperfecto*.

Communication across Communities

- SIV.10 The student will apply Spanish language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Discuss~~ Analyze in Spanish information obtained ~~in and~~ through media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Spanish resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

Latin I

Course Description

In Latin I, students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. To support the development of the reading skill, students learn to use Latin orally, to understand oral Latin, and to write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of their daily lives. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Greco-Roman civilization in their own world. Through their understanding of the structures of the Latin language and vocabulary, students enhance their understanding of these same linguistic elements in English.

Reading for Understanding

- LI.1 The student will understand simple written Latin ~~based on about various~~ a variety of topics that are presented through a variety of media.
1. Read words, phrases, simple sentences, and short passages, and associate them with visual representations.
 2. Demonstrate reading comprehension by answering simple questions about Latin passages.
 3. Demonstrate knowledge of basic Latin vocabulary, ~~inflectional systems~~ inflections, and ~~syntax in Latin.~~

Using Oral and Written Language for Understanding

- LI.2 The student will use orally, listen to, and write Latin as part of the language-learning process.
1. Recognize and reproduce the sounds of Latin vowels, consonants, and diphthongs ~~sounds.~~
 2. Initiate and respond appropriately to simple oral and written questions, statements, and commands.
 3. ~~Write~~ Compose simple Latin phrases and sentences.

Cultural Perspectives, Practices, and Products

- LI.3 The student will develop an awareness of perspectives, practices, and products of Roman culture.
1. Identify ~~Roman practices as reflected in aspects of daily life in Roman life,~~ such as those related to family, education, occupations, mythology, and social structure.
 2. Examine ~~through use of print or non-print media and artifacts~~ some products of the Romans, such as food, clothing, ~~methods of transportation,~~ buildings, and art ~~forms.~~
 3. Locate ~~and describe~~ the major geographical features of the classical world, such as bodies of water, mountain ranges, and cities.
 4. Identify ~~selected important~~ historical and legendary figures and events, such as Romulus, ~~Julius Caesar,~~ the founding of Rome, and the three periods of Roman history.
 5. Participate in authentic or simulated ~~cultural simulations~~ activities, such as family celebrations, banquets, and festivals.

- LI.4 The student will recognize that perspectives, practices and products of Roman culture are interrelated.
1. Recognize that products of the Roman world reflect practices and perspectives of Roman culture, such as the toga as the symbol of Roman citizenship.
 2. Examine how geography and history influenced practices and perspectives of the Romans, such as the founding of Rome ~~at a crossroads~~ near the Tiber River.

Making Connections through Language

- LI.5 The student will ~~recognize how information acquired in Latin and information acquired in other subjects reinforce one another~~ connect information about Latin and Roman culture with concepts studied in other subject areas.
1. ~~Identify~~ Give examples of Latin vocabulary, numerals, mottoes, phrases, and symbols that are used in other subjects.
 2. Relate current events and content from other subject areas to topics discussed in the Latin class, such as Greek and Greco-Roman mythology or and the influence of geography, history, art, and architecture on the creation of the Roman empire.

Cultural and Linguistic Comparisons

- LI.6 The student will demonstrate an understanding of the significance of culture through comparisons between Roman culture and that of the United States.
1. ~~Examine~~ Compare and contrast elements of Roman and American cultures, such as eating habits, clothing styles, educational practices, architectural styles, and family and social structures.
 2. ~~Identify similarities and differences evident in practices of both cultures.~~
 - 3-2. Demonstrate an awareness of unique elements of the student's own culture.
- LI.7 The student will compare the basic ~~structures, vocabulary, and sound system of Latin with those of English~~ elements of the Latin language to the English language.
1. Recognize that the basic language patterns of English may differ significantly from those of Latin.
 2. ~~Demonstrate that~~ Interpret the Latin roots, prefixes, and suffixes ~~occur~~ in English words.
 3. Compare and contrast the sound systems of Latin and English.

Communication across Communities

- LI.8 The student will ~~identify situations~~ explore areas in which Latin language skills and cultural knowledge ~~may be~~ are applied beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Identify through print and non-print sources~~ Present examples of the Latin language and ~~Greco-Roman~~ culture that are evident in areas such as the media, entertainment, and occupations.
 2. ~~Identify~~ Utilize resources, ~~including such as~~ individuals and organizations, that provide ~~basic Greco-Roman cultural~~ information about Roman culture.

Latin II

Course Description

In the Latin II course, students develop the ability to comprehend written Latin texts with more complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students understand adapted and/or authentic Latin from original sources. To support the development of this skill, students also use some oral Latin, understand some spoken Latin, and write simple phrases and sentences. Students learn about the perspectives, practices, and products of the ancient Romans as reflected in areas such as architecture, art, and history. Students compare these cultural and historical elements to their own culture and find examples of the influence of Greco-Roman civilization in their own world. They also compare effects of the geography of the ancient Roman world and that of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.

Reading for Understanding

- LII.1 The student will understand written Latin based on various topics ~~presented through a variety of media.~~
1. Read for information.
 2. Recognize the difference between giving literal meaning and paraphrasing.
 3. ~~Acquire an expanded~~ Expand vocabulary and ~~recognize recognition of~~ additional syntactical structures essential to comprehension.

Using Oral and Written Language for Understanding

- LII.2 The student will continue to use orally, listen to, and write Latin as part of the language learning process.
1. Read Latin aloud with consistent Latin pronunciation, meaningful phrase grouping, and appropriate voice inflection.
 2. Initiate and respond appropriately to oral and written questions, statements, and commands.
 3. ~~Write~~ Compose Latin sentences with expanded vocabulary and structures to reinforce language learning.

Cultural Perspectives, Practices, and Products

- LII.3 The student will demonstrate an understanding of the perspectives, practices, and products of Roman culture and how they are interrelated.
1. Describe cultural characteristics and behaviors of the Romans, ~~as seen in areas~~ such as marriage and funeral customs, leisure activities, games, entertainment, and meals.
 2. ~~Demonstrate a knowledge~~ Examine the influence of legendary and historical figures/events, ~~and examine their influence~~ on Roman perspectives, such as Cincinnatus ~~and duty~~, Horatius ~~and bravery~~, ~~and the~~ expulsion of the kings ~~and development of representative government.~~
 3. ~~Examine the influence of major cities and geographical features on Roman culture~~ how geography, history and major cities influenced the practices and perspectives of the Romans, such as Carthage and the Punic Wars, and Athens and Greek influence, ~~Ostia and trade and travel.~~
 4. Demonstrate ~~a~~ knowledge of architectural styles, art forms, and artifacts of the Romans as evidence of their cultural perspectives.

5. Examine ~~selected important~~ myths of ~~Greek and Roman~~ Greco-Roman origin and their influence on Roman perspectives, such as Ulysses and craftiness, and Mars as patron god of Rome, ~~and Baucis and Philemon as symbols of piety.~~
6. Participate in authentic or simulated cultural ~~simulations~~ activities, such as family celebrations, sports and entertainment, and festivals.

Making Connections through Language

- LII.4 The student will use information acquired in the Latin classroom and information acquired in other subject areas to reinforce one another.
1. Give examples of the influence of the Latin language and ~~Greco-Roman~~ cultures in other subject areas, such as Roman architectural contributions ~~English vocabulary derived from Latin or construction and engineering contributions of the Romans to the world.~~
 2. ~~Relate~~ Compare and contrast information acquired in other subjects to topics discussed in the Latin class, such as ~~important~~ people and events of the Roman world ~~related to the founding of Rome and the subsequent expansion of the Roman empire.~~

Cultural and Linguistic Comparisons

- LII.5 The student will demonstrate ~~an~~ understanding of cultural similarities and differences between the Roman world and the United States.
1. Compare and contrast traditions and customs of ancient Rome and the United States, such as those related to marriage, funerals, leisure activities, games, entertainment, and meals.
 2. Compare and contrast the legends and history of ancient Rome with those of the United States, such as Cincinnatus and George Washington.
 3. Compare and contrast the effects of the geography of the ancient Roman world and of the United States on aspects of culture, such as food, dwellings, clothing, and the arts.
- LII.6 The student will develop a ~~better~~ deeper understanding of the English language through the study of Latin.
1. Expand knowledge of English vocabulary by noting the relationship of Latin words to their derivatives in English.
 2. Compare and contrast structural patterns of Latin and English.
 3. Compare the use of idiomatic expressions in Latin and English.

Communication across Communities

- LII.7 The student will ~~develop and~~ apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.
1. ~~Illustrate through print and non-print sources how~~ Present examples of the Latin language and Greco-Roman culture ~~are evident in~~ from areas such as media, entertainment, and occupations.
 2. ~~Locate and use~~ Utilize resources beyond the classroom, including individuals and organizations, to reinforce Greco-Roman cultural understanding.

Latin III

Course Description

In the Latin III course, students develop the ability to comprehend authentic Latin texts with complex linguistic structures. Because this focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students expand their knowledge of archaeological evidence, art, and literature as reflections of Greco-Roman perspectives and practices. They examine the Roman political system, multicultural aspects of the Roman Empire, and the role of geography in military history and compare these to comparable aspects of United States history and geography.

Reading for Understanding

- LIII.1 The student will comprehend and interpret adapted and authentic Latin based on a variety of topics.
1. Read for information.
 2. Interpret increasingly complex language structures, and expand vocabulary.
 3. Recognize ~~some~~ figures of speech and stylistic features of ~~style in~~ Latin authors and texts.
 4. Identify ~~some of the~~ social, political, and historical implications of the work(s) read.

Using Oral and Written Language for Understanding

- LIII.2 The student will increase skills in using and interpreting Latin orally.
1. Read adapted and authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, and appropriate voice inflection.
 2. Comprehend oral Latin presented through a variety of media.

Cultural Perspectives, Practices, and Products

- LIII.3 The student will ~~discuss~~ examine the interrelationship among the perspectives, practices, and products of Greco-Roman civilization.
1. Understand that literary ~~as well as and non-literary~~ nonliterary products reflect practices and perspectives of the Greco-Roman world.
 2. Expand knowledge of archaeological evidence, art forms, and artifacts as reflections of Greco-Roman perspectives and practices.
 3. Examine the role of geography and the military in the history and development of the Greco-Roman world.
 4. Examine the effect of ~~the~~ Roman political and social systems on private and public life.
 5. Analyze the multicultural make-up of the Greco-Roman world as it affected perspectives and practices of the Romans, such as Cleopatra and Egypt, the Jews and ~~Massada~~ Masada, Vercingetorix and Gaul.

Making Connections through Language

- LIII.4 The student will reinforce and broaden ~~his/her~~ knowledge of connections between Latin and other subject areas ~~including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.~~
1. ~~Give examples of Present~~ aspects of Greco-Roman cultures that are also found in modern cultures, such as art, architecture, and ~~engineering language.~~
 2. Relate topics studied in other subject areas to those studied in the Latin class, such as the use of Latin words in scientific and legal terminology or the importance of archaeology as a tool to reconstruct the past.

Cultural and Linguistic Comparisons

- LIII.5 The student will discuss why similarities and differences exist within and among cultures.
1. Compare and contrast aspects of culture, such as military conquests, diverse social and political systems, and economies of the Greco-Roman world with those of other cultures.
 2. Explain the relationships between historical events and the development of culture(s) in the Roman world and in the United States, ~~such as the abolition of the Roman monarchy and the American Revolution.~~
- LIII.6 The student will strengthen ~~his/her~~ knowledge of the English language through analysis of complex linguistic and syntactical elements of Latin.
1. Recognize that Latin and English do not share a word-for-word correspondence.
 2. ~~Demonstrate the relationship of Latin words to their derivatives in English, and a~~Apply principles of word building and analysis.
 3. Analyze the structure of English by applying knowledge of linguistic concepts and terminology from the study of Latin, such as subjunctive uses, indirect discourse, and verbals.

Communication across Communities

- LIII.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.
1. Expand Latin language skills and cultural knowledge through the use of media, entertainment, and technology.
 2. ~~Locate and use~~Utilize classical resources in Latin, ~~including such as individuals, museums,~~ and organizations in the community, to broaden cultural understanding.

Latin IV

Course Description

In ~~the Latin IV course, V, and above,~~ students interpret and analyze authentic Latin in a variety of genres. Because the focus on comprehending Latin differs from the primary goal of the modern languages, the first strand of the Latin Standards of Learning focuses on interpretation of texts rather than on person-to-person communication. Students analyze the effects of features of style, such as figures of speech, word choice, and meter on an author's work. They expand their knowledge of the perspectives and practices of Greco-Roman civilization by examining its philosophy, religion, mythology, and standards of personal conduct. Students also discuss the contributions of the Romans to modern law, government, art, and architecture. The standards for level IV focus on refinement of language skills and may be applied to levels V, VI, and above by adjusting specific course content.

Reading for Understanding

- LIV.1 The student will interpret and analyze authentic Latin in selected genres.
1. Interpret and explain the content and intent of the texts read.
 2. Analyze and evaluate the effects of features of style, such as figures of speech, word choice and ~~placement order~~, and meter, on the author's work.
 3. ~~Identify~~ Discuss and analyze the social, political, and historical implications of the works read.

Using Oral and Written Language for Understanding

- LIV.2 The student will refine skills in using and interpreting Latin orally.
1. Read authentic Latin aloud with attention to consistent pronunciation, meaningful phrase grouping, appropriate voice inflection, and metrics.
 2. Identify elements of Latin rhythm, meter, and rhetorical devices presented orally through a variety of media.

Cultural Perspectives, Practices, and Products

- LIV.3 The student will discuss how various perspectives reflect the practices and products of the Greco-Roman world.
1. Analyze perspectives and practices of Greco-Roman culture in literature, including evidence of philosophy, religion, mythology, and personal conduct.
 2. Summarize ways in which the progression of Roman history affected the perspectives, practices, and products of the Greco-Roman world.

Making Connections through Language

- LIV.4 The student will demonstrate ~~an~~ understanding of the connections between content studied in the Latin class and other subject areas.
1. ~~Identify how the Latin language and culture are connected to other subject areas through various topics~~ Present aspects of Latin language and Greco-Roman culture found in other subject areas, such as legal and political systems and ~~classical world~~ literature.
 2. Relate topics discussed in other subject areas to those discussed in the Latin class, such as the importance of Roman law as a foundation for modern law, philosophy, and governmental administration.

Cultural and Linguistic Comparisons

- LIV.5 The student will discuss the social, economic, political, and artistic influences of the Greco-Roman world on the modern global community.
1. Make comparisons and draw conclusions about the influences of Greco-Roman culture on subsequent art, architecture, music, and literature.
 2. Discuss contributions of the Romans to modern law, philosophy, and governmental administration.
 3. Explain how the Roman view of public and private life has influenced modern world views.
- LIV.6 The student will expand his/her understanding of the English language through the analysis of complex linguistic and syntactical elements of Latin.
1. Increase English vocabulary by comparing words in Latin and English and by applying the principles of word building and analysis.
 2. Analyze the structure of English by applying linguistic more complex grammatical concepts and linguistic terminology acquired from the study of Latin, such as conditional sentences and ~~rhetorical devices~~ figures of speech.

Communication across Communities

- LIV.7 The student will apply knowledge of the Latin language and Greco-Roman culture ~~in opportunities~~ beyond the classroom setting for recreational, educational, and occupational purposes.
1. Discuss applications of Latin and Greco-Roman culture found in ~~and through~~ media, entertainment, and technology.
 2. ~~Locate and use~~ Utilize Latin classical resources, including individuals and organizations, to enhance cultural understanding.

Foreign Language Standards of Learning

Revision Justification Crosswalk

**Board of Education
Commonwealth of Virginia**

February 28, 2007

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.1		X								X	
MFLI.1.1	X										
MFLI.1.2	X										
MFLI.1.3	X										
MFLI.2		X								X	
MFLI.2.1		X						X		X	
MFLI.2.2		X								X	
MFLI.2.3	X										
MFLI.3	X										
MFLI.3.1		X							X	X	
MFLI.3.2		X					X			X	
MFLI.3.3		X					X	X		X	
MFLI.4		X								X	Spelling
MFLI.4.1	X										
MFLI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.5		X								X	
MFLI.5.1		X								X	
MFLI.5.2		X								X	Unnecessary language
MFLI.5.3		X								X	Punctuation
MFLI.5.4		X								X	
MFLI.6		X								X	
MFLI.6.1	X										
MFLI.6.2	X										
MFLI.7		X								X	
MFLI.7.1	X										
MFLI.7.2	X										
MFLI.7.3		X					X		X		
MFLI.7.4	X										
MFLI.8		X									Punctuation

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLI.8.1	X										
MFLI.8.2	X										
MFLI.9		X				X				X	
MFLI.9.1		X						X		X	
MFLI.9.2		X				X			X		
MFLI.10	X										
MFLI.10.1	X										
MFLI.10.2	X										
MFLI.10.3	X										
MFLI.11		X								X	
MFLI.11.1	X										
MFLI.11.2	X										
MFLI.12		X					X	X		X	
MFLI.12.1		X						X	X	X	
MFLI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.1		X								X	
MFLII.1.1		X	MFL II.1.2			X	X			X	
MFLII.1.2		X	MFL II.1.1			X	X				
MFLII.2		X								X	
MFLII.2.1		X							X		
MFLII.2.2		X									Spelling
MFLII.3	X										
MFLII.3.1		X							X	X	
MFLII.3.2		X					X		X	X	
MFLII.3.3		X					X			X	Unnecessary language
MFLII.4		X								X	Spelling
MFLII.4.1	X										
MFLII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.5		X							X	X	
MFLII.5.1		X								X	Spelling
MFLII.5.2		X							X	X	
MFLII.5.3		X								X	
MFLII.5.4		X								X	
MFLII.6		X								X	
MFLII.6.1	X										
MFLII.6.2	X										
MFLII.7		X							X		
MFLII.7.1		X					X				
MFLII.7.2	X										
MFLII.7.3	X										
MFLII.8		X								X	

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLII.8.1		X				X				X	
MFLII.8.2		X						X			
MFLII.9		X							X		
MFLII.9.1	X										
MFLII.9.2		X								X	
MFLII.10		X					X			X	
MFLII.10.1		X								X	
MFLII.10.2		X								X	
MFLII.10.3		X				X				X	
MFLII.11		X								X	Unnecessary language
MFLII.11.1		X						X	X	X	
MFLII.11.2		X					X			X	Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.1		X								X	
MFLIII.1.1	X										
MFLIII.1.2		X									Spelling
MFLIII.2		X								X	
MFLIII.2.1	X										
MFLIII.2.2		X								X	
MFLIII.2.3		X									Spelling
MFLIII.3		X							X		
MFLIII.3.1		X					X		X	X	
MFLIII.3.2		X							X	X	
MFLIII.3.3		X					X			X	Unnecessary language
MFLIII.4		X							X	X	
MFLIII.4.1		X								X	
MFLIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.5		X							X	X	Unnecessary language
MFLIII.5.1	X										
MFLIII.5.2		X									Spelling
MFLIII.6		X						X			
MFLIII.6.1	X										
MFLIII.6.2		X					X	X		X	
MFLIII.6.3	X										
MFLIII.7		X					X		X	X	Unnecessary language
MFLIII.7.1		X						X	X		
MFLIII.7.2		X					X	X			
MFLIII.7.3		X			X	X					
MFLIII.8		X					X			X	
MFLIII.8.1		X								X	Unnecessary language
MFLIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIII.9		X							X	X	
MFLIII.9.1	X										
MFLIII.9.2		X					X				
MFLIII.10		X								X	
MFLIII.10.1		X						X		X	
MFLIII.10.2		X					X			X	Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.1		X							X	X	Unnecessary language
MFLIV.1.1		X								X	Punctuation
MFLIV.1.2		X					X			X	Punctuation: Unnecessary language
MFLIV.1.3		X					X			X	Punctuation
MFLIV.2		X								X	
MFLIV.2.1		X									Unnecessary language
MFLIV.2.2		X								X	
MFLIV.2.3		X								X	
MFLIV.3		X									Unnecessary language
MFLIV.3.1		X					X			X	
MFLIV.3.2		X					X	X	X	X	
MFLIV.3.3		X					X			X	Unnecessary language
MFLIV.4		X							X	X	
MFLIV.4.1		X								X	
MFLIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.5		X							X	X	Unnecessary language
MFLIV.5.1		X								X	
MFLIV.5.2		X									Spelling
MFLIV.6		X						X		X	
MFLIV.6.1		X								X	
MFLIV.6.2		X					X		X		
MFLIV.7		X						X	X	X	
MFLIV.7.1		X					X		X	X	
MFLIV.7.2		X								X	Unnecessary language
MFLIV.7.3		X			X	X					
MFLIV.8		X								X	
MFLIV.8.1		X								X	Unnecessary language
MFLIV.8.2		X						X	X	X	
MFLIV.8.3		X						X		X	

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Modern Foreign Languages Level IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
MFLIV.9		X							X	X	
MFLIV.9.1		X						X		X	
MFLIV.9.2		X							X	X	
MFLIV.10	X										
MFLIV.10.1		X						X	X	X	
MFLIV.10.2		X								X	Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.1	X										
FI.1.1	X										
FI.1.2	X										
FI.1.3	X										
FI.2	X										
FI.2.1		X						X			
FI.2.2	X										
FI.2.3	X										
FI.3	X										
FI.3.1		X							X		
FI.3.2		X					X				
FI.3.3		X					X	X			
FI.4		X									Spelling
FI.4.1	X										
FI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.5	X										
FI.5.1	X										
FI.5.2		X									Unnecessary language
FI.5.3		X									Punctuation
FI.5.4	X										
FI.6	X										
FI.6.1	X										
FI.6.2	X										
FI.7	X										
FI.7.1	X										
FI.7.2	X										
FI.7.3		X					X		X		
FI.7.4	X										
FI.8		X									Punctuation

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FI.8.1	X										
FI.8.2	X										
FI.9		X				X					
FI.9.1		X						X			
FI.9.2	X										
FI.10	X										
FI.10.1	X										
FI.10.2	X										
FI.10.3	X										
FI.11	X										
FI.11.1	X										
FI.11.2	X										
FI.12		X					X	X			
FI.12.1		X						X	X		
FI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.1	X										
FII.1.1		X	F II.1.2			X	X				
FII.1.2		X	F II.1.1			X	X				
FII.2	X										
FII.2.1		X							X		
FII.2.2		X									Spelling
FII.3	X										
FII.3.1		X							X		
FII.3.2		X					X		X		
FII.3.3		X					X				Unnecessary language
FII.4		X									Spelling
FII.4.1	X										
FII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.5		X							X		
FII.5.1		X									Spelling
FII.5.2		X							X		
FII.5.3	X										
FII.5.4	X										
FII.6	X										
FII.6.1	X										
FII.6.2	X										
FII.7		X							X		
FII.7.1		X					X				
FII.7.2	X										
FII.7.3	X										
FII.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FII.8.1		X				X					
FII.8.2		X						X			
FII.9		X							X		
FII.9.1	X										
FII.9.2	X										
FII.10		X					X				
FII.10.1	X										
FII.10.2	X										
FII.10.3		X				X					
FII.11		X									Unnecessary language
FII.11.1		X						X	X		
FII.11.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.1	X										
FIII.1.1	X										
FIII.1.2		X									Spelling
FIII.2	X										
FIII.2.1	X										
FIII.2.2	X										
FIII.2.3		X									Spelling
FIII.3		X							X		
FIII.3.1		X					X		X		
FIII.3.2		X							X		
FIII.3.3		X					X				Unnecessary language
FIII.4		X							X		
FIII.4.1	X										
FIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.5		X							X		Unnecessary language
FIII.5.1	X										
FIII.5.2		X									Spelling
FIII.6		X						X			
FIII.6.1	X										
FIII.6.2		X					X	X			
FIII.6.3	X										
FIII.7		X					X		X		Unnecessary language
FIII.7.1		X						X	X		
FIII.7.2		X					X	X			
FIII.7.3		X			X	X					
FIII.8	X										
FIII.8.1		X							X		Unnecessary language
FIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIII.9		X							X		
FIII.9.1	X										
FIII.9.2		X					X				
FIII.10	X										
FIII.10.1		X						X			
FIII.10.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.1		X							X		Unnecessary language
FIV.1.1		X									Punctuation
FIV.1.2		X					X				Unnecessary language
FIV.1.3		X					X				
FIV.2	X										
FIV.2.1		X									Unnecessary language
FIV.2.2	X										
FIV.2.3	X										
FIV.3		X									Unnecessary language
FIV.3.1		X					X				
FIV.3.2		X					X	X	X		
FIV.3.3		X					X				Unnecessary language
FIV.4		X							X		
FIV.4.1	X										
FIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.5		X							X		Unnecessary language
FIV.5.1	X										
FIV.5.2		X									Spelling
FIV.6		X						X			
FIV.6.1	X										
FIV.6.2		X					X		X		
FIV.7		X						X	X		
FIV.7.1		X					X		X		
FIV.7.2		X									Unnecessary language
FIV.7.3		X			X	X					
FIV.8	X										
FIV.8.1		X									Unnecessary language
FIV.8.2		X						X	X		
FIV.8.3		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

French IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
FIV.9		X							X		
FIV.9.1		X						X			
FIV.9.2		X							X		
FIV.10	X										
FIV.10.1		X						X	X		
FIV.10.2		X									Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.1	X										
GI.1.1	X										
GI.1.2	X										
GI.1.3	X										
GI.2	X										
GI.2.1		X						X			
GI.2.2	X										
GI.2.3	X										
GI.3	X										
GI.3.1		X							X		
GI.3.2		X					X				
GI.3.3		X					X	X			
GI.4		X									Spelling
GI.4.1	X										
GI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.5	X										
GI.5.1	X										
GI.5.2		X									Unnecessary language
GI.5.3		X									Punctuation
GI.5.4	X										
GI.6	X										
GI.6.1	X										
GI.6.2	X										
GI.7	X										
GI.7.1	X										
GI.7.2	X										
GI.7.3		X					X		X		
GI.7.4	X										
GI.8		X									Punctuation

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GI.8.1	X										
GI.8.2	X										
GI.9		X				X					
GI.9.1		X						X			
GI.9.2	X										
GI.10	X										
GI.10.1	X										
GI.10.2	X										
GI.10.3	X										
GI.11	X										
GI.11.1	X										
GI.11.2	X										
GI.12		X					X	X			
GI.12.1		X						X	X		
GI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.1	X										
GII.1.1		X	G II.1.2			X	X				
GII.1.2		X	G II.1.1			X	X				
GII.2	X										
GII.2.1		X							X		
GII.2.2		X									Spelling
GII.3	X										
GII.3.1		X							X		
GII.3.2		X					X		X		
GII.3.3		X					X				Unnecessary language
GII.4		X									Spelling
GII.4.1	X										
GII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.5		X							X		
GII.5.1		X									Spelling
GII.5.2		X							X		
GII.5.3	X										
GII.5.4	X										
GII.6	X										
GII.6.1	X										
GII.6.2	X										
GII.7		X							X		
GII.7.1		X					X				
GII.7.2	X										
GII.7.3	X										
GII.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GII.8.1		X				X					
GII.8.2		X						X			
GII.9		X							X		
GII.9.1	X										
GII.9.2	X										
GII.10		X					X				
GII.10.1	X										
GII.10.2	X										
GII.10.3		X				X					
GII.11		X									Unnecessary language
GII.11.1		X						X	X		
GII.11.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.1	X										
GIII.1.1	X										
GIII.1.2		X									Spelling
GIII.2	X										
GIII.2.1	X										
GIII.2.2	X										
GIII.2.3		X									Spelling
GIII.3		X							X		
GIII.3.1		X					X		X		
GIII.3.2		X							X		
GIII.3.3		X					X				Unnecessary language
GIII.4		X							X		
GIII.4.1	X										
GIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.5		X							X		Unnecessary language
GIII.5.1	X										
GIII.5.2		X									Spelling
GIII.6		X						X			
GIII.6.1	X										
GIII.6.2		X					X	X			
GIII.6.3	X										
GIII.7		X					X		X		Unnecessary language
GIII.7.1		X						X	X		
GIII.7.2		X					X	X			
GIII.7.3		X			X	X					
GIII.8	X										
GIII.8.1		X							X		Unnecessary language
GIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIII.9		X							X		
GIII.9.1	X										
GIII.9.2		X					X				
GIII.10	X										
GIII.10.1		X						X			
GIII.10.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.1		X							X		Unnecessary language
GIV.1.1		X									Punctuation
GIV.1.2		X					X				Unnecessary language
GIV.1.3		X					X				
GIV.2	X										
GIV.2.1		X									Unnecessary language
GIV.2.2	X										
GIV.2.3	X										
GIV.3		X									Unnecessary language
GIV.3.1		X					X				
GIV.3.2		X					X	X	X		
GIV.3.3		X					X				Unnecessary language
GIV.4		X							X		
GIV.4.1	X										
GIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.5		X							X		Unnecessary language
GIV.5.1	X										
GIV.5.2		X									Spelling
GIV.6		X						X			
GIV.6.1	X										
GIV.6.2		X					X		X		
GIV.7		X						X	X		
GIV.7.1		X					X		X		
GIV.7.2		X									Unnecessary language
GIV.7.3		X			X	X					
GIV.8	X										
GIV.8.1		X									Unnecessary language
GIV.8.2		X						X	X		
GIV.8.3		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

German IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
GIV.9		X							X		
GIV.9.1		X						X			
GIV.9.2		X							X		
GIV.10	X										
GIV.10.1		X						X	X		
GIV.10.2		X									Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.1	X										
SI.1.1	X										
SI.1.2	X										
SI.1.3	X										
SI.2	X										
SI.2.1		X						X			
SI.2.2	X										
SI.2.3	X										
SI.3	X										
SI.3.1		X							X		
SI.3.2		X					X				
SI.3.3		X					X	X			
SI.4		X									Spelling
SI.4.1	X										
SI.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.5	X										
SI.5.1	X										
SI.5.2		X									Unnecessary language
SI.5.3		X									Punctuation
SI.5.4	X										
SI.6	X										
SI.6.1	X										
SI.6.2	X										
SI.7	X										
SI.7.1	X										
SI.7.2	X										
SI.7.3		X					X		X		
SI.7.4	X										
SI.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SI.8.1	X										
SI.8.2	X										
SI.9		X				X					
SI.9.1		X						X			
SI.9.2	X										
SI.10	X										
SI.10.1	X										
SI.10.2	X										
SI.10.3	X										
SI.11	X										
SI.11.1	X										
SI.11.2	X										
SI.12		X					X	X			
SI.12.1		X						X	X		
SI.12.2		X						X			Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.1	X										
SII.1.1		X	S II.1.2			X	X				
SII.1.2		X	S II.1.1			X	X				
SII.2	X										
SII.2.1		X							X		
SII.2.2		X									Spelling
SII.3	X										
SII.3.1		X							X		
SII.3.2		X					X		X		
SII.3.3		X					X				Unnecessary language
SII.4		X									Spelling
SII.4.1	X										
SII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Attachment B

Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.5	X								X		
SII.5.1		X									Spelling
SII.5.2		X							X		
SII.5.3	X										
SII.5.4	X										
SII.6	X										
SII.6.1	X										
SII.6.2	X										
SII.7		X							X		
SII.7.1		X					X				
SII.7.2	X										
SII.7.3	X										
SII.8	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SII.8.1		X				X					
SII.8.2		X						X			
SII.9		X							X		
SII.9.1	X										
SII.9.2	X										
SII.10		X					X				
SII.10.1	X										
SII.10.2	X										
SII.10.3		X				X					
SII.11		X									Unnecessary language
SII.11.1		X						X	X		
SII.11.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.1	X										
SIII.1.1	X										
SIII.1.2		X									Spelling
SIII.2	X										
SIII.2.1	X										
SIII.2.2	X										
SIII.2.3		X									Spelling
SIII.3		X							X		
SIII.3.1		X					X		X		
SIII.3.2		X							X		
SIII.3.3		X					X				Unnecessary language
SIII.4		X							X		
SIII.4.1	X										
SIII.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.5		X							X		Unnecessary language
SIII.5.1	X										
SIII.5.2		X									Spelling
SIII.6		X						X			
SIII.6.1	X										
SIII.6.2		X					X	X			
SIII.6.3	X										
SIII.7		X					X		X		Unnecessary language
SIII.7.1		X						X	X		
SIII.7.2		X					X	X			
SIII.7.3		X			X	X					
SIII.8	X										
SIII.8.1		X							X		Unnecessary language
SIII.8.2		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIII.9		X							X		
SIII.9.1	X										
SIII.9.2		X					X				
SIII.10	X										
SIII.10.1		X						X			
SIII.10.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.1		X							X		Unnecessary language
SIV.1.1		X									Punctuation
SIV.1.2		X					X				Unnecessary language
SIV.1.3		X					X				
SIV.2	X										
SIV.2.1		X									Unnecessary language
SIV.2.2	X										
SIV.2.3	X										
SIV.3		X									Unnecessary language
SIV.3.1		X					X				
SIV.3.2		X					X	X	X		
SIV.3.3		X					X				Unnecessary language
SIV.4		X							X		
SIV.4.1	X										
SIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.5		X							X		Unnecessary language
SIV.5.1	X										
SIV.5.2		X									Spelling
SIV.6		X						X			
SIV.6.1	X										
SIV.6.2		X					X		X		
SIV.7		X						X	X		
SIV.7.1		X					X		X		
SIV.7.2		X									Unnecessary language
SIV.7.3		X			X	X					
SIV.8	X										
SIV.8.1		X									Unnecessary language
SIV.8.2		X						X	X		
SIV.8.3		X						X			

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Spanish IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
SIV.9		X							X		
SIV.9.1		X						X			
SIV.9.2		X							X		
SIV.10	X										
SIV.10.1		X						X	X		
SIV.10.2		X									Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.1		X					X		X		
LI.1.1	X										
LI.1.2	X										
LI.1.3		X							X		
LI.2	X										
LI.2.1		X							X		
LI.2.2	X										
LI.2.3		X					X				
LI.3	X										
LI.3.1		X							X		
LI.3.2		X					X				Unnecessary language
LI.3.3		X				X					
LI.3.4		X				X	X				
LI.3.5		X					X				

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.4	X										
LI.4.1	X										
LI.4.2		X									Unnecessary language
LI.5		X				X					
LI.5.1		X					X	X		X	
LI.6	X										
LI.6.1		X						X			
LI.6.2		X		X							Redundant
LI.6.3		X	LI.6.2								
LI.7		X									Broaden standard
LI.7.1		X					X				
LI.7.2		X						X			
LI.7.3	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin I

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LI.8		X					X	X			
LI.8.1		X						X			
LI.8.2		X					X	X	X		

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LII.1		X					X				
LII.1.1	X										
LII.1.2	X										
LII.1.3		X							X		
LII.2	X										
LII.2.1	X										
LII.2.2	X										
LII.2.3		X					X				
LII.3	X										
LII.3.1		X								X	
LII.3.2		X						X			Unnecessary language
LII.3.3		X				X				X	
LII.3.4		X								X	
LII.3.5		X				X	X		X	X	
LII.3.6		X					X			X	

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin II

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LII.4	X										
LII.4.1		X					X			X	
LII.4.2		X					X	X			
LII.5		X							X		
LII.5.1		X						X			
LII.5.2		X						X			
LII.5.3		X						X			
LII.6		X					X				
LII.6.1	X										
LII.6.2	X										
LII.6.3		X			X	X					
LII.7		X									Unnecessary language
LII.7.1		X						X	X		
LII.7.2		X					X				Unnecessary language

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIII.1	X										
LIII.1.1	X										
LIII.1.2	X										
LIII.1.3		X					X				
LIII.1.4		X						X			
LIII.2	X										
LIII.2.1	X										
LIII.2.2	X										
LIII.3		X						X			
LIII.3.1		X							X		Spelling
LIII.3.2	X										
LIII.3.3	X										
LIII.3.4		X					X				
LIII.3.5		X									Spelling

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin III

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIII.4		X							X		Unnecessary language
LIII.4.1		X				X		X			
LIII.4.2	X										
LIII.5	X										
LIII.5.1		X							X		
LIII.5.2		X									Broaden standard
LIII.6		X							X		
LIII.6.1	X										
LIII.6.2		X						X			
LIII.6.3	X										
LIII.7	X										
LIII.7.1	X										
LIII.7.2		X					X		X		

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIV.1	X										
LIV.1.1											
LIV.1.2		X					X				
LIV.1.3		X						X			
LIV.2	X										
LIV.2.1	X										
LIV.2.2	X										
LIV.3	X										
LIV.3.1	X										
LIV.3.2	X										
LIV.3.3	X										
LIV.4		X							X		
LIV.4.1		X				X	X				
LIV.4.2	X										

**FOREIGN LANGUAGE STANDARDS OF LEARNING
REVISION JUSTIFICATION CROSSWALK**

Latin IV

STANDARD	REVISION		ACTION			JUSTIFICATION					
	NO	YES	MOVED	DELETED	NEW	ALIGNMENT	CLARIFICATION	RIGOR	SYNTAX	TERMINOLOGY	OTHER
LIV.5	X										
LIV.5.1	X										
LIV.5.2	X										
LIV.5.3	X										
LIV.6		X							X		
LIV.6.1	X										
LIV.6.2		X					X				
LIV.7		X							X	X	
LIV.7.1		X							X		
LIV.7.2		X					X		X		

on the end-of-course English: Writing test. Additional information about the procedures used during this meeting as well as national and Virginia specific data on the performance of students on the writing subtest of the SAT I may be found in the attachment.

Summary of Major Elements

Information about the range of cut scores recommended by the committees for the SAT I Writing test will be presented to the Board. The Board is asked to review this information and to adopt cut scores for the SAT I Writing test when used as a substitute for the end-of-course English: Writing test.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board adopt cut scores for SAT I Writing test when used as a substitute for the end-of-course English: Writing test.

Impact on Resources:

N/A

Timetable for Further Review/Action:

N/A

Description of Standard Setting/Comparability Meeting SAT I as a Substitute for English: Writing End-of-Course Test

Participants were high school English teachers with extensive teaching experience, most of whom had also served on the Content Review Committee for the Standards of Learning (SOL) English: Writing End-of-Course (EOC) test. The committee's task was to determine cut scores on the SAT I Writing test that were equivalent to the achievement levels of proficient and advanced on the SOL EOC English: Writing test.

Information regarding the similarities and differences between the two tests was provided to committee members. Similarities included both tests having a multiple-choice component and a written response to a prompt. Differences included the SAT I Writing Subtest being a timed test and the SOL EOC Writing test being untimed. Committee members were asked to consider these factors when evaluating the comparability of the two tests. In addition, committee members were provided with information about the percent of items a student needed to answer correctly to obtain the achievement levels of proficient and advanced on the SOL test.

The committee then took the SOL writing multiple-choice test and the SAT multiple-choice test. Examples of the writing prompts for each test were examined, and ancillary materials such as scoring rubrics and examples of student work at each score point were provided. Much discussion regarding the difficulty level of each test and the similarities and differences that would contribute to establishing equivalent cut scores took place. For example, committee members discussed the impact of the SAT I Writing test being timed and the SOL test untimed in determining an equivalent cut score.

After the discussion the committee was asked to independently vote on equivalent cut scores for the achievement levels of proficient and advanced. These votes were collected, tallied, and the results provided to the committee. More discussion ensued and the committee was asked to vote again on equivalent cut scores. The committee's vote was unanimous on the second round with all members voting for a scale score of 400 on the SAT I Writing test as being equivalent to an achievement level of proficient on the SOL EOC English: Writing test and a scale score of 500 on the SAT I Writing test as equivalent to advanced.

**SAT I Writing Test Data
2006 College Bound Seniors**

	Mean	Median (50th percentile)
Nation	497	490
Virginia	500	500

Board of Education Agenda Item

Item: _____ L. _____

Date: February 28, 2007

Topic: First Review of Revised Board of Education Meeting Dates for March–November 2007

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Board of Education Bylaws

Action requested at this meeting

Action requested at future meeting

Previous Review/Action:

No previous board review/action

Previous review/action: Final Review of Proposed Meeting Dates for 2007

date: July 2006

action: Adopted schedule of meeting dates

Background Information: Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

At its July 2006 meeting, the Board adopted its meeting schedule for the 2007 calendar year. Since that time, various scheduling conflicts have intervened, and the Board of Education finds it necessary to revise the schedule of meeting dates for the remainder of the calendar year.

The president of the Board of Education also proposes to move the annual planning session (2-day meeting) to the month of May, rather than April, as originally proposed.

Summary of Major Elements: A proposed schedule for the Board of Education’s meeting dates is shown in the table below. Please note that for three of the proposed meeting dates, an alternate date is also under consideration.

Proposed Date	Alternative Proposed Date
Thursday, March 29, 2007	
Friday, April 27, 2007	
Wednesday-Thursday, May 30-31, 2007 (Annual planning session)	
Thursday, June 28, 2007	
Wednesday, July 25, 2007	Thursday, July 26, 2007
Wednesday, September 26, 2007	Thursday, September 27, 2007
Thursday, October 18, 2007	Thursday, October 25, 2007
Thursday, November 29, 2007	

In addition to the regular, monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary.

Unless otherwise announced by the President, all Board of Education meetings will held in the Jefferson Conference Room on the 22nd floor of the James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.

Superintendent's Recommendation: N/A

Impact on Resources: Funding to support the expenses related to the meetings of the Board of Education are provided from the Department of Education’s general operating budget, which is appropriated by the General Assembly.

Timetable for Further Review/Action: N/A

Board of Education Agenda Item

Item: _____ M. _____

Date: February 28, 2007

Topic: First Review by the Virginia Board of Education to Ratify and Appoint the School Division Superintendent in Franklin City Schools Pursuant to Sections 22.1- 60 and 22.1-61 of the Code of Virginia

Presenter: Dr. Mark E. Emblidge, President of the Board of Education

Telephone Number: _____ **E-Mail Address:** _____

Origin:

_____ Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

Action requested at this meeting _____ Action requested at future meeting: _____(date)

Previous Review/Action:

No previous board review/action

_____ Previous review/action
 date _____
 action _____

Background Information:

The *Code of Virginia* provides the following requirements in the appointment of a division superintendent by the Virginia Board of Education in the event a school board fails to appoint within the time prescribed.

§ 22.1-60. Appointment and term of superintendent; certain contractual matters.

- A. The division superintendent of schools shall be appointed by the school board of the division from the entire list of eligibles certified by the State Board. All contract terms for superintendents shall expire on June 30. The division superintendent shall serve for an initial term of not less than two years nor more than four years. At the expiration of the initial term, the division superintendent shall be eligible to hold office for the term specified by the employing school board, not to exceed four years.

§ 22.1-60. Appointment and term of superintendent; certain contractual matters (continued)

The division superintendent shall be appointed by the school board within 180 days after a vacancy occurs. In the event a school board appoints a division superintendent in accordance with the provisions of this section and the appointee seeks and is granted release from such appointment prior to assuming office, the school board shall be granted a 60-day period from the time of release within which to make another appointment.

A school board that has not appointed a superintendent within 120 days of a vacancy shall submit a written report to the Superintendent of Public Instruction demonstrating its timely efforts to make an appointment.

- B. No school board shall renegotiate a superintendent's contract during the period following the election or appointment of new members and the date such members are qualified and assume office.
- C. Whenever a superintendent's contract is being renegotiated, all members of the school board shall be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated contract unless the members agree unanimously to take the vote without the 30 days notice. Each member's vote on the renegotiated contract shall be recorded in the minutes of the meeting.

(Code 1950, §§ 22-32, 22-33; 1954, c. 638; 1958, c. 44; 1970, c. 155; 1971, Ex. Sess., c. 225; 1972, c. 434; 1980, c. 559; 1983, c. 145; 1989, c. 550; 1992, c. 164; 1996, c. 759; 2002, cc. 165, 374; 2003, c. 866.)

§ 22.1-61. When Board to appoint superintendent.

In the event that a school board fails to appoint a division superintendent within the time prescribed by § [22.1-60](#), the State Board shall appoint such division superintendent.

(Code 1950, § 22-33; 1954, c. 638; 1972, c. 434; 1980, c. 559.)

Attached is the procedure for appointment of a school division superintendent by the Virginia Board of Education.

Summary of Major Elements:

The Franklin City School superintendent position became vacant on August 16, 2006. The Board of Education is requested to ratify and appoint the school board's recommendation for division superintendent.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

**Virginia Board of Education
Commonwealth of Virginia
P. O. Box 2120
Richmond, Virginia 23218-2120**

**Procedure for Appointment of a
School Division Superintendent by the Virginia Board of Education**

Approved by the Virginia Board of Education on March 22, 2006

In the event that a school board fails to appoint a division superintendent within the time prescribed by Sections 22.1-60 and 22-1-61 of the *Code of Virginia*, the Virginia Board of Education shall appoint the division superintendent. The procedures for the appointment of such division superintendent by the Virginia Board of Education shall be as follows:

1. An individual appointed as a division superintendent must hold a valid division superintendent license issued by the Virginia Board of Education prior to the appointment.
2. The Virginia Board of Education shall appoint the division superintendent if the school board has not appointed the division superintendent within 180 (calendar) days after a vacancy occurs. However, in the event a school board appoints a division superintendent in accordance with the provisions of Section 22.1-60 of the *Code of Virginia* and the appointee seeks and is granted release from such appointment prior to assuming office, the school board shall be granted a 60-day period (calendar days) from the time of release within which to make another appointment.
3. A school board that has not appointed a superintendent within 120 (calendar) days of a vacancy shall submit a written report, containing at least a status report with a timeline for making the appointment prior to 180 (calendar) days, to the Superintendent of Public Instruction demonstrating its timely efforts to make an appointment.
4. The school board immediately shall notify the Virginia Board of Education, in writing, of its failure to appoint a division superintendent within the time prescribed by Section 22.1-60 of the *Code of Virginia*. Within 30 calendar days after the time prescribed by Section 22.1-60 of the *Code of Virginia* for the local school board to appoint the division superintendent, the school board must submit in writing its preferred candidate(s), not to exceed three, for the division superintendent position. The Virginia Board of Education may consider these candidates and other eligible individuals. The Virginia Board of Education may authorize the State Superintendent of Public Instruction to conduct the search for a division superintendent.
5. The Virginia Board of Education shall appoint a division superintendent, and the contract for the superintendent shall be negotiated by the school board.

Board of Education Agenda Item

Item: _____ N. _____

Date: February 28, 2007

Topic: Report on Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development (Preschool Standards)

Presenter: Mr. Mark Allan, Director of Elementary Instruction

Telephone Number: 804-786-3925 **E-Mail Address:** Mark.Allan@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date October 26, 2005
action A report on preschool standards in science, history and social science was presented to the Board of Education.

Background Information: In 2001, the Department of Education developed the document, *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The purpose of the document was to provide early childhood educators a set of guidelines for literacy and mathematics with indicators of success for entering kindergarten students. A committee of Department of Education specialists, literacy and mathematics professors from Virginia universities, and public and private preschool teachers and administrators developed the guidelines using current scientifically-based research. The guidelines reflected a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences.

During the 2004 session of the Virginia General Assembly, language was added to the Appropriation Act for the At-Risk Four-Year-Old Program (The Virginia Preschool Initiative) requiring the Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs to establish academic standards that are in accordance with appropriate preparation for students to be ready to successfully enter into kindergarten. The additional language required that these standards be established in such a manner as to be measurable for student achievement and success.

In order to comply with these requirements, the Department of Education convened a committee of Department of Education specialists and preschool teachers and administrators to review and revise *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The result of their work was the document *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.

During the spring and summer of 2005, the Department of Education convened a committee of department specialists and preschool teachers and administrators to develop preschool standards for four-year-olds in the areas of science, and history and social science. The result of their work was the document *Virginia's Foundation Blocks for Early Learning: Standards for Science, and History and Social Science*.

During the summer and fall of 2006, the Department of Education developed preschool standards for four-year-olds in the areas of physical and motor and personal and social development. They were reviewed by preschool teachers, administrators, and the team members for the state's Early Childhood Grant from the National Association of State Boards of Education (NASBE). The result of their work is the attached document *Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development*.

Summary of Major Elements: *Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development* describes specific indicators for preschool children in the areas of physical and motor and personal and social development. These guidelines provide early childhood educators with a set of minimum standards with indicators of success in these areas for entering kindergarten.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: This responsibility was conducted within the agency's existing resources. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action: The Department of Education will notify school divisions of the preschool standards and the legislative requirement to comply with these preschool standards in Virginia preschool programs.

Virginia's
Foundation Blocks
for Early Learning:
Standards for
Physical and Motor
Development and for Personal
and Social Development
(Preschool Standards)

Presented to the
Virginia Board of Education

February 28, 2007

Standards for Physical and Motor Development

Introduction

Research has established a compelling link between physical development and cognition, language, personal and social development. Through body movement the brain internalizes the foundations of laterality (left, right), directionality (up, down, in, out), and position in space (over, under, behind). These processes are developed through early motor development and are critical to mathematical thinking, as well as beginning reading and writing. They lay the foundation for the child to "see" how letters are formed and put them together in patterns called words, and to translate this understanding into symbols on paper in the form of writing.

The brain and body's movement and learning systems are interdependent and interactive with body movements. Gross and fine motor movement experiences provided at the preschool level need to be structured to

encourage a child's brain to use the movement experiences as building blocks for future learning.

Within the preschool daily schedule there should be strong emphasis on both gross and fine motor development activities. Outdoor and indoor physical activity should be an integral part of the curriculum and should be viewed as an opportunity for learning. If children are provided with positive movement experiences at an early age they may later choose to participate in physical activities and stay active for a lifetime.

All children, regardless of physical or mental development, learn by moving through their environment and should be provided with opportunities to participate in preschool motor learning activities with appropriate modifications.¹

Physical and Motor Development Foundation Block

Skilled Movement:

The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills.

Movement Principles and Concepts:

The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort.

Personal Fitness:

The child will participate in structured and unstructured physical activity designed to increase heart rate and breathing along with improving muscular strength and flexibility.

Responsible Behaviors:

The child will demonstrate good listening skills and cooperative behaviors.

Physically Active Lifestyle:

The child will participate in physical activity and explain why physical activity is good for health.

Virginia Physical and Motor Development

Foundation Block 1

Skilled Movement

The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills.

Locomotor Activities

Locomotor activities (walking, running, galloping) are built on patterns. The brain prepares for learning by mastering movements that lay the framework for sequencing thoughts and recognizing patterns. Information arranged in patterns is more easily processed, stored and retrieved. Mathematics concepts, the alphabet, etc., are built on patterns.

Locomotor Skills

- a) Demonstrate progress in performing the mature level of selected locomotor skills.
- b) Demonstrate initial, elementary and mature forms of walking and running.

(Note: Initial is the first efforts at a movement skill; Elementary is the intermediate phase; and Mature is the form the movement should resemble when done correctly.)

Sample Activities

- Practice leaping, jumping, hopping (unilateral movements) and galloping (bilateral movements). Skipping (cross-lateral movement) should be added after mastery of the unilateral and bilateral movements.
- Present opportunities for practice of all locomotor skills both indoors and outdoors. Add objects (e.g., jump ropes) for the students to maneuver around safely and also to step/leap/jump into, out of and over.
- Using a thick mat on the floor, allow children to lie down on their stomachs and roll stomach to side to back to side to stomach (log roll) for the length of the mat.

Virginia Physical and Motor Development

Foundation Block 1

Skilled Movement (cont'd)

The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills.

Non-locomotive Skills

Non-locomotive skills (stability) use the sensory components of balance, coordination, spatial awareness, directionality, and vision; and are developed as the child rolls, creeps, crawls, spins, twirls, bounces, balances, walks, jumps, juggles, and supports his or her own weight in space. A series of non-locomotor movement progressions prepare the brain for input and processing.

- a) Maintain a stable static position while practicing specific balances.
- b) Maintain balance while performing a controlled spin.
- c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.
- d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.
- e) Perform criss-cross pattern activities that will stimulate the brain.

Sample Activities

- Provide opportunities for the child to practice balancing on one or more body parts.
- Provide opportunities for the child to spin with arms extended at shoulder height away from the body at least three revolutions without losing his/her balance.
- Provide opportunities for the child to walk forward and backward on a painted line or on a low balance beam that is no more than three inches above the floor.
- Provide opportunities for the child to practice bending, shaking, turning, twisting, swaying, and swinging.
- Practice simple activities that cross the midline of the body, such as hugging oneself by crossing arms, patting oneself on the shoulders, and tapping the right knee with the left hand and the left knee with the right hand.

Virginia Physical and Motor Development

Foundation Block 1

Skilled Movement (cont'd)

The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills.

Manipulative Skills

Manipulative skills of toss, catch, throw, aim, strike, jump, juggle, kick, bounce, and dribble develop visual tracking of moving objects, eye-hand and eye-foot coordination, visual fields, cross lateralization, sequencing of patterns, and dynamic balance. These skills aid the brain in organizing thoughts in sequence, and tracking exercises strengthen the eye muscles and visual fields used in reading.

- a) Manipulate a variety of objects during structured and unstructured physical activity settings.
- b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.

Sample Activities

- Provide yarn balls, helium quality balloons, and playground balls no larger than 8 inches, as well as bean bags both large and small for the child to manipulate. Styrofoam bricks can be used to build or work on patterns. Scarves can be employed to practice non-threatening catching and throwing.
- Practice throwing, catching, kicking, and striking skills in a safe physical activity setting or environment. Large targets offer an opportunity for the children to try to refine a manipulative skill.
- Provide large plastic nuts and bolts at a work station or center that screw together. Ask the children to unscrew the nut with one hand and screw the nut back on. Then ask the children to switch hands so that the other hand can be used to unscrew and screw the nut on the bolt.
- Provide objects for the children to practice grasping, such as safety scissors for cutting and crayons for drawing or coloring (fine motor skills).

Virginia Physical and Motor Development Foundation Block 2 Movement Principles and Concepts

The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort.

Movement Concepts

Movement is navigation in one's environment and allows the child to develop motor skills, self awareness, self esteem, and social skills critical to a child's ability to learn. Children gain the knowledge of movement by practicing the concepts regularly during structured or unstructured movement opportunities offered both indoors and outdoors.

- a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft).
- b) Identify fundamental movement patterns.
- c) Begin and expand movement vocabulary.
- d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal.

Sample Activities

- Provide opportunities for drama and imagery, allowing the children to explore. Examples include, but are not limited to, "Going on a Bear Hunt" or acting out songs such as "Five Little Monkeys."
- Create opportunities for the children to explore by crawling through tunnels and large cardboard boxes.
- Use musical activities to explore directions, levels, pathways, effort, and space, focusing on relationships of over/under, behind/in front of/ alongside of, and around/through.
- Provide opportunities for mirroring and matching with a partner, along with imitation of various animals and their movements.
- Use music and rhythmical activities to stimulate listening for cues.
- Provide opportunities for naming movement skills and concepts.

Virginia Physical and Motor Development

Foundation Block 3

Personal Fitness

The child will participate in structured and unstructured physical activities designed to increase heart rate and breathing while improving muscular strength and flexibility.

Personal Fitness

Physical fitness is having a healthy body and mind. When children engage in exercise that elevates the heart rate, the brain and body go into a homeostatic state, balancing brain chemicals, hormones, and body system functions. This homeostatic state increases the brain's ability to retain or retrieve memory. Blood traveling to the brain at a greater rate feeds the brain the needed nutrients of oxygen and glucose. Engaging in vigorous activity gives the brain the nutrients it needs to function at an optimal state and benefit the learner.

- a) Participate in activities that allow the child to experience a rise in the heart rate and breathing rate.
- b) Demonstrate the ability to determine if the heart is beating faster after activity.
- c) Participate in activities designed to strengthen major muscle groups.
- d) Participate in activities that enhance flexibility.

Sample Activities

- Provide opportunities for the child to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment.
- Take periodic walks in the neighborhood, to a specific park, or walk the perimeter of the outdoor recreational area with brief breaks for gathering information about the trip.
- Provide opportunities for the children to ride large-wheeled tricycles.
- Check an increase in heart rate by having the child place the right hand on/near the heart and then raising the left hand above the head. The left hand should open and close with each heart beat.
- Provide opportunities for children to imitate animal movements, especially those that require using the arms to support the body weight (bear crawl/walk, seal walk, crab walk).

Virginia Physical and Motor Development Foundation Block 4 Responsible Behaviors

The child will demonstrate good listening skills and cooperative behaviors.

Responsible Behaviors

All children must be provided with opportunities to experience rules regarding safety and behaviors towards others, as well as to demonstrate an understanding of what cooperation means. These behaviors need to be practiced on a regular/daily basis so that acceptable behaviors may be positively learned and reinforced.

- a) Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting.
- b) Share equipment and space, and take turns with help from the teacher.
- c) Work well with all children.
- d) Listen to and follow simple directions.

Sample Activities

- Provide opportunities for the child to participate in simple, non-competitive activities to encourage sharing, cooperating, and taking turns.
- Provide opportunities for the child to explain simple safety rules including knowing where the safe play space is by walking around the safe play space perimeter, or by moving around a hula hoop or designated shape or space.
- Provide opportunities for each child to work with every other child by sharing a ball, bean bag, or some piece of play equipment.
- Provide opportunities for a child to demonstrate an understanding of the meaning of "stop" and "start" as well as "listen" by providing positive reinforcement of these cues when the child performs them correctly.

Virginia Physical and Motor Development Foundation Block 5 Physically Active Lifestyle

The child will participate in physical activity and explain why physical activity is good for health.

Physically Active Lifestyle

Regular physical activity prepares the brain for learning by providing a healthier body that works more efficiently. Young developing brains benefit from regular physical activity.

- a) Identify the activities that they like and dislike.
- b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.
- c) Participate in structured and unstructured physical activity every day.
- d) Participate in activities geared toward different levels of proficiency.
- e) Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active.

Sample Activities

- Walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.
- Provide structured and unstructured physical activity/motor learning movement time each day.
- Teachers should model active behaviors for the child to emulate.

Resources

Listed below are additional resources that will provide more information about early childhood education. An * denotes a reference used for development of this document.

*Dennison, Gail E. and Paul E. Dennison. (1989). Brain Gym Teacher's Edition. Edu-Kinesthetics, Inc. Ventura, CA.

*Jenson, Eric. (2000). Teaching with the Body in Mind. The Brain Store, Inc., CA.

*Gallahue, D. L. and Donnelly F.C. (2003). Developmental Physical Education for All Children. Champaign, IL: Human Kinetics.

*Gallahue, D. L. and Ozman, J.C. (2002). Understanding Motor Development: Infants, Children, Adolescents, Adults. Boston: McGraw-Hill.

*Massachusetts Department of Education (2003). Guidelines for Preschool Learning Experiences. Malden, MA.

*McCall, Renee M. and Diane H. Craft. (2000). Moving With a Purpose: Developing Programs for Preschoolers of All Abilities. Champaign, IL: Human Kinetics.

*National Association for Sport and Physical Education. (2000). Appropriate Practices in Movement for Young Children Ages Three - Five. Washington, DC: American Alliance for Health, Physical Education, Recreation and Dance.

¹Portions of this introduction have been adapted from "Guidelines for Preschool Learning Experiences". Permission has been granted by the Massachusetts Department of Education and the Massachusetts Department of Early Education Care. All Department publications are revised periodically. The complete and current version of "Guidelines for Preschool Learning Experiences" is available on the Internet at:
<http://www.eec.state.ma.us/docs/TAGuidelinesForPreschoolLearningExperiences.pdf>

Standards for Personal and Social Development

Introduction

Research has established a compelling link between personal and social development and school success. The personal, social, and behavioral competence of young children is a strong predictor of academic performance in the early grades. Appropriate and supportive learning experiences provide an important foundation for personal and social growth.

Several aspects of personal and social development are particularly evident during the preschool years. Foundations of personal and social development involve changes in emotions, perceptions, communication, and interpersonal systems.

During the preschool years children are learning about themselves and others. Young children want to be liked, belong to groups, and be active participants. They need support as their emotional and perceptual abilities develop beyond their egocentric barriers.

A child's sense of self-worth and social competence is facilitated by social experiences. Early childhood education provides preschoolers with supportive social contexts to foster children's personal and social development.

Personal and Social Development Foundation Blocks

Self-Concept:

Block 1: The child will demonstrate self-confidence and self-reflection.

Self-Control:

Block 2: The child will show self-direction and responsibility.

Approaches to Learning:

Block 3: The child will show eagerness and persistence as a learner.

Interaction with Others:

Block 4: The child will interact easily with other children and with familiar adults.

Social Problem-Solving:

Block 5: The child will learn and use non-physical ways to resolve conflicts.

Virginia Personal and Social Development Foundation Block 1 Self-Concept

The child will demonstrate self-confidence and self-reflection.

Self-Concept

The essence of early personal and social development is a child's self concept. A sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, many preschool children need opportunities to learn how to play with others. At times, young children need support in trying new classroom activities.

- a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday.
- b) Begin to recognize and express own emotions using words rather than actions.
- c) Recognize self as a unique individual and respect differences of others.
- d) Develop personal preferences regarding activities and materials.
- e) Demonstrate self-direction in use of materials.
- f) Develop increased independence in school activities throughout the day.

Sample Activities

- Provide opportunities for children to choose an activity, make a plan, and carry out the plan.
- Provide opportunities for children to share ideas and thoughts. Use small tables for snack time and facilitate a conversation between two children.
- Teach/model for children how to put on their jacket, hat, and other outdoor clothing. Provide plenty of time for children to get ready so they have time to practice these skills.
- Make sure classroom materials are accessible and labeled so children can use them independently and return them to a designated location.

Virginia Personal and Social Development Foundation Block 2 Self-Control

The child will show self-direction and responsibility.

Self-Control

Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Managing change can be a challenge for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate without confusion.

- a) Contribute ideas for classroom rules and routines.
- b) Follow rules and routines within the learning environment.
- c) Use classroom materials purposefully and respectfully.
- d) Manage transitions and adapt to changes in routine.
- e) Develop positive responses to challenges.

Sample Activities

- Model for children what to do when they finish a snack. For example, clear their place by disposing of napkin and leftovers in the trash.
- Have child-size cleaning materials available and teach children how to use them. For example, children can sweep the sand around the sand table or use a sponge and bucket to clean up spilled paint.
- Teach the children a simple song to sing when it is time to transition from one activity to another.

Virginia Personal and Social Development Foundation Block 3 Approaches to Learning

The child will show eagerness and persistence as a learner.

Approaches to Learning

As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers should be able to attend to tasks for 10-20 minutes. Learning to work until tasks are finished or problems are solved is challenging for children of this age group and they frequently need support in this area.

- a) Show interest and curiosity in learning new concepts and trying new activities and experiences.
- b) Demonstrate ability to learn from experiences.
- c) Increase attention to a task or activity over time.
- d) Seek and accept help when needed.

Sample Activities

- Collect samples on an outdoor field trip.
- Draw pictures about events and others.
- Participate in small group planning discussions.
- Select and complete a puzzle.

Virginia Personal and Social Development Foundation Block 4 Interaction with Others

The child will interact easily with one or more children and with familiar adults.

Interaction with Others

Young children are learning to communicate with others. This is an extraordinary challenge as it includes physical, social, linguistic, cognitive, emotional, and personal growth. To accomplish this new level of social interaction, many children need coaching and adult supervision. As a child learns appropriate styles of communication with others, the adult can reduce the amount of supervision and offer simple reminders as needed.

- a) Initiate and sustain interactions with other children.
- b) Demonstrate verbal strategies for making a new friend.
- c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.
- d) Participate successfully in group settings.
- e) Demonstrate respectful and polite vocabulary.
- f) Begin to recognize and respond to the needs, rights, and emotions of others.

Sample Activities

- Model appropriate styles of communication with children and adults.
- Demonstrate interaction strategies through role-play.
- Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.

Virginia Personal and Social Development Foundation Block 5 Social Problem-Solving

The child will learn and use non-physical ways to resolve conflicts.

Social Problem-Solving

Social situations can be a source of frustration for young children. At times, toys and turns seem more important than the feelings of others. Physical aggression is often the strategy of choice used by preschoolers to settle conflicts. Aggression seems to work at first, since the victim may relinquish the toy or give up a turn. Preschoolers need adult support and guidance in learning alternatives to aggression for resolving conflicts. Teachers should coach and model ways for children to communicate their needs and feelings verbally.

- a) Express feelings through appropriate gestures, actions, and words.
- b) Recognize conflicts and seek possible solutions.
- c) Allow others to take turns.
- d) Increase the ability to share materials and toys with others over time.
- e) Include others in play activities.

Sample Activities

- Role-play common classroom situations.
- List common social problems and ideas for solutions with the class.
- Discuss and make a poster of appropriate responses to social conflicts.
- Write a story with the children using a social situation and read it with the class.

Resources

Listed below are additional resources that will provide more information about early childhood education. An * denotes a reference used for development of this document.

*Dichetelmiller, M., J. Jablon, D. Marsden, and S. Meisels (2001). The Work Sampling System Preschool through Third Grade Omnibus Guidelines. New York, NY: Rebus Inc.

*MyTeachingPartner (2004). Building Language, Literacy, and Social Relationships. University of Virginia, Charlottesville, VA. Available online at www.myteachingpartner.com

*Raver, C., and Knitzer, J. (2002). Ready To Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three-and Four-Year Old Children. New York, NY: National Center for Children in Poverty.

*ZERO TO THREE (2003). Assuring School Readiness By Promoting Healthy Social and Emotional Development. Washington, DC: ZERO TO THREE Policy Center.

*Zins, Joseph (2004). Building Academic Success on Social and Emotional Learning: What Does the Research Say? New York: Teachers Press, Columbia University.

Board of Education Agenda Item

Item: _____ O. _____

Date: February 28, 2007

Topic: Report on the Implementation of the Supplemental Educational Services Requirement Under the No Child Left Behind Act of 2001

Presenter: Ms. Roberta Schlicher, Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2870

E-Mail Address: Roberta.Schlicher@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

As a result of a request made by the Board of Education at its January 2007 meeting for information regarding the implementation of the supplemental educational services (SES) requirement under the *No Child Left Behind Act of 2001* (NCLB), a report has been prepared to provide an update.

Summary of Major Elements

The report includes the following: 1) background information related to NCLB requirements for SES; 2) Virginia's approach to meeting the federal requirement; 3) statewide implementation and evaluation of SES; 3) participation in the United States Department of Education (USED) pilot for reversal of public school choice and SES; and 4) preliminary performance results for pilot participants for 2005-2006.

Superintendent's Recommendation:

No action is required. The report is for informational purposes only.

Impact on Resources:

The provisions under NCLB require the state to maintain a statewide list of approved SES providers from which parents can select. NCLB also requires states to develop, implement and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by the providers.

Timetable for Further Review/Action:

Additional updates on the implementation of the SES requirement will be provided as requested.



VIRGINIA DEPARTMENT OF EDUCATION

BRIEFING

**UPDATE ON IMPLEMENTATION OF THE
SUPPLEMENTAL EDUCATIONAL SERVICES
REQUIREMENT UNDER THE *NO CHILD LEFT
BEHIND ACT OF 2001***

PRESENTED TO

VIRGINIA BOARD OF EDUCATION

February 28, 2007

Update on Implementation of the Supplemental Educational Services Requirement Under the *No Child Left Behind Act of 2001*

Background

The *No Child Left Behind Act of 2001* (NCLB) requires Title I schools that have not made adequate yearly progress (AYP) targets for three consecutive years in the same subject area and beyond to offer supplemental educational services (SES) to parents of eligible children. These services must be offered to eligible students until the identified schools exit Title I school improvement sanctions. SES services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day.

A SES provider can be a nonprofit entity, a for-profit agency, or a school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and mathematics Standards of Learning and achieving proficiency on Standards of Learning assessments.

NCLB also requires states to develop and apply objective criteria to identify potential providers. The criteria must include the ability of a provider to show a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards. Additionally, states are required to maintain an updated list of approved providers by school division from which parents may select. Under the law, states must also develop, implement and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by the providers and for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served.

Virginia's Approach to Meeting the Federal Requirement

At its July 25, 2002, meeting, the Board of Education adopted criteria for the approval of supplemental educational services providers. At its September 26, 2002, meeting the Board approved the initial list of supplemental education services providers. Additions, deletions, and modifications to the list have been approved since then on a quarterly basis.

As of January 2007, the Board-approved list contains 45 providers. Twenty-five (25) of the providers serve all school divisions. Three (3) providers offer a Web-based service. Thirty (30) providers offer services in both reading/language arts and mathematics. Twelve (12) providers offer services solely in reading/language arts. Three (3) providers offer services solely in mathematics. Attachment A contains the most recent Board-approved list of providers.

Implementation and Evaluation of Supplemental Educational Services

For the last several years, the Virginia Department of Education has contracted with the Center for Research in Educational Policy at the University of Memphis to conduct an evaluation of SES services and provide guidance on refining the process. A report entitled *A Review of Implementation of Supplemental Educational Services in Virginia and Recommendations for Future Implementation, 2003-2004 and 2004-2005* describes detailed information about SES

providers for those years. Included in the report are the number of divisions and schools offering SES as well as eligible students served by each provider. Listed below are some of the highlights of the report, which can be accessed via the following link:
<http://www.doe.virginia.gov/VDOE/nclb/SESreview.pdf>.

In 2003-2004, 20 schools in 5 school divisions served 921 eligible students. Some providers such as HOST Learning, Destiny Achievers, and Huntington Learning served only a few students while University Instructors, Inc., served the most students throughout the state. Most other providers served students ranging in number from 61 to 86. Tables 1 and 2 below provide a more detailed summary.

Table 1: Divisions Required to Implement SES during the 2003-2004 School Year

Division	Number of Schools	Number of Students Served
Amherst County Public Schools	1	12
Lee County Public Schools	1	67
Petersburg City Public Schools	6	179
Portsmouth City Public Schools	2	56
Richmond City Public Schools	10	607
Totals	20	921

Table 2: Providers Serving Students in Virginia During the 2003-2004 School Year

Providers	Number of Students Served
Destiny Achievers	17
EdSolutions	86
Failure Free Reading Instant Achievement Center	82
HOSTS Learning	22
Huntington Learning	2
Lightspan	61
University Instructors Inc.	651
Unduplicated Total	921

In 2004-2005, 29 schools in 9 school divisions served 1,447 eligible students. Some providers such as TutorFind, Nonpublic Educational Services, Inc., and Trust Tutoring served only a few students while University Instructors, Inc., again served the most students throughout the state. Most other providers served students ranging in number from 3 to 117. Tables 3 and 4 below provide a more detailed summary.

Table 3: Divisions Required to Implement SES during the 2004-2005 School Year

Division	Number of Schools	Number of Students Served
Alexandria City Public Schools	1	40
Amherst County Public Schools	1	32
Hampton City Public Schools	1	0
Lee County Public Schools	1	84
Newport News City Public Schools	1	69
Petersburg City Public Schools	5	199
Portsmouth City Public Schools	2	147
Richmond City Public Schools	15	851
Sussex County Public Schools	2	25
Totals	29	1,447

Table 4: Providers Serving Students in Virginia During the 2004-2005 School Year

Providers	Number of Students Served
Lindamood Bell Learning Process	3
Club Z! In-House Tutoring	88
Compass Learning, Inc.	73
Failure Free Reading Instant Achievement Center	155
HOSTS Learning	37
Huntington Learning	16
Knowledge Points	14
MasterMind Prep Learning Solutions, Inc.	41
NonPublic Educational Services, Inc. (NESI)	4
PLATO Learning/Lightspan, Inc.	55
Porter Education and Communications, Inc.	31
Sylvan Learning Systems, Inc. (Education Station, A Sylvan Partnership)	93
Trust Tutoring	5
TutorFind	2
University Instructors, Inc.	900
Duplicated Total*	1,517

*Total reflects students that were served by more than one provider due to a change in providers during the year.

The report on the results of the effectiveness of SES providers for the 2005-2006 school year will be available in spring 2007. The evaluation will include a quantitative and qualitative component. The quantitative analysis will include student performance results on the Standards of Learning (SOL) assessments. The qualitative analysis will use survey results to evaluate the relationship between SES services and student achievement. The surveys measure attitudes, opinions, and the degree of NCLB regulatory compliance for each SES provider.

Participation in United States Department of Education (USED) Pilot for Reversal of Public School Choice (PSC) and Supplemental Educational Services (SES)

For the 2005-2006 and 2006-2007 school years Virginia has been selected by the United States Department of Education (USED) to participate in a pilot program that permits school divisions to reverse the order of Title I school improvement sanctions. Title I schools in their first year of school improvement are permitted to offer SES to eligible students instead of public school choice as the law stipulates. The purpose of the pilot is to increase the number of students participating in SES to gain information that can be shared with other states and school divisions to assist them in improving the quality of services.

The four school divisions that have participated in the pilot are: Alexandria City Public Schools, Henry County Public Schools, Newport News City Public Schools and Stafford County Public Schools. Tables 5 and 6 provide information on student participation for the pilot school divisions years based on self-reported data by the school divisions.

Table 5: 2005-2006 Virginia Divisions Participating in USED Pilot for Reversal of PSC/SES

Division	Number of Students Eligible	Number of Students Served	Percentage of Students Served
Alexandria City Public Schools	188	79	42
Henry County Public Schools	244	109	45
Newport News City Public Schools	1,291	796	62
Stafford County Public Schools	298	51	17
Totals	2,021	1,035	51

Table 6: 2006-2007 Virginia Divisions Participating in USED Pilot for Reversal of PSC/SES

Division	Number of Students Eligible	Number of Students Served*	Percentage of Students Served*
Alexandria City Public Schools	506	172	34
Henry County Public Schools	279	139	50
Newport News City Public Schools	705	305	43
Stafford County Public Schools	262	40	15
Totals	1,752	656	38

*Figures are not final as divisions offer continuous enrollment.

Some of the successful practices implemented by the pilot school divisions to increase student enrollment are:

- Offering continuous enrollment in SES;
- Inviting the SES providers into the division to market their services;
- Offering teacher incentives for encouraging student participation;
- Requesting that parents choose multiple providers in order of preference so that if one provider is not able to provide services, services can readily be set up with another provider; and

- Providing opportunities for the providers to work closely with the teachers at the schools the students attend.

Preliminary Performance Results for Pilot Participants for 2005-2006

The charts below show the preliminary performance results for the students in the pilot divisions on the reading/language arts Standards of Learning Assessments (SOL) for the 2005-2006 school year. Final results will be presented in the 2005-2006 SES full evaluation.

Reading/Language Arts Performance on Standards of Learning Assessments for 2005-2006 Pilot Divisions For SES participants		
Subgroups	Number of SES Participants Tested	Percent Passing (State AYP Target: 69 percent)
All Students	289	68.97
Black	198	66.89
Students with Disabilities	51	61.45
Economically Disadvantaged	255	68.18
Hispanic	30	76.92
LEP	16	72.73
White	60	75.95

Mathematics Performance on Standards of Learning Assessments for 2005-2006 Pilot Divisions for SES Participants		
Subgroups	Number of SES Participants Tests	Percent Passing (State AYP Target: 67 percent)
All Students	130	62.20
Black	87	58.00
Students with Disabilities	21	50.00
Economically Disadvantaged	112	60.54
Hispanic	11	64.71
LEP	4	57.14
White	28	75.68

In summary, the number of schools and school divisions required to implement SES has increased since the implementation of the *No Child Left Behind Act of 2001*. Twenty (20) schools in 5 school divisions served 921 eligible students during the 2003-2004 school year. This number increased to 29 schools in 9 school divisions serving 1,447 students during the 2005-2006 school year. The four school divisions that participated in the USED pilot for reversal of public school choice and supplemental educational services report success in increasing student participation in SES as well as progress toward meeting the state Adequate Yearly Progress (AYP) targets.

VIRGINIA SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDERS

Updated: January 10, 2007

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
1. <i>A to Z In-Home Tutoring</i> 215 Centerview Dr., Suite 300 Brentwood, TN 37027	Scott M. Hines Executive Director Phone: 615-613-0156 fax: 615-613-0160 e-mail: Scott.hines@atoztutoring.com Web site: www.atoztutoring.com	Reading/Language Arts (K-12) Mathematics (6-12)	All divisions	7/26/06
2. <i>Ability Plus, Inc.</i> 2711 Buford Road, #172 Richmond, Virginia 23235	Carol B. Pressey Chief Executive Officer phone: 800-778-0384 e-mail: Carolpressey@aol.com	Reading/Language Arts (K-5)	Newport News, Norfolk, Petersburg, Portsmouth, Richmond City, Roanoke City, and Virginia Beach	10/25/06
3. <i>Academics Plus, Inc.</i> 1411 E. Ash Street P. O. Box 1534 Goldsboro, North Carolina 27530	Kenton E. Benton President phone: 919-735-7587 fax: 919-735-1487 e-mail: aplusdrb@bww.com Web site: http://www.academicsplusinc.com	Reading/Language Arts (6-8)	Hampton, Newport News, Petersburg, Pittsylvania, Portsmouth, Richmond City, and Sussex	10/25/06
4. <i>Achieve3000</i> (Formerly <i>Kidbiz3000</i>) 1091 River Avenue Suite L Lakewood, NJ 08701	Adina Tenenbaum phone: 888-968-6822 Ext.124 fax: 732-367-2313 e-mail: adina.tenenbaum@achieve3000.com Web site: www.achieve3000.com	Reading (K-12)	All divisions	10/28/04

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>5. <i>Aligned Interventions Educational Services</i> P.O. Box 35328 Richmond, VA 23235</p>	<p>Roberta L. Walker Chief Executive Officer phone: 804-357-0111 fax: 804-560-0177 e-mail: alignmenrules@aol.com Web site: none</p>	<p>Reading/Language Arts (K-12)</p>	<p>Caroline County, Charles City, Chesterfield County, Hanover County, Henrico, Richmond City, Franklin City, Hampton City, Newport News City, Norfolk City, Petersburg City, Portsmouth City, Suffolk City, Sussex County, Virginia Beach City</p>	<p>10/26/05</p>
<p>6. <i>Babbage Net Schools</i> P.O. Box 517 Port Jefferson, NY 11777</p>	<p>Clifford Dittrich phone: 631- 642-2029 fax: 631 642-2029 e-mail: dittrich@babbagenetschool.com Web site: http://www.babbagenetschool.com</p>	<p>English/Language Arts Mathematics (K-12)</p>	<p>All divisions (Web-based)</p>	<p>9/17/03</p>
<p>7. <i>Bright Futures Learning Center</i> 503 South Coit Street Florence, SC 29504</p>	<p>Pam P. Brogdon Director phone: 843-673-0180 843-615-2517 f ax: 843-673-1849 843-482-0901 e-mail: pbrogdon@brightfutureslearning.com Web site: www.brightfutureslearning.com</p>	<p>Reading/Writing (PK-8)</p>	<p>All divisions</p>	<p>4/26/06</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
8. <i>Camelot Learning</i> 518 Virginia Avenue Suite 300 Towson, MD 21286	Rosa Birnbaum phone: 800-214-2404 fax: 410-825-3139 e-mail: rbirnbaum@camelotlearning.com Web site: http://www.camelotlearning.com	Mathematics (3-6)	All divisions	10/28/04
9. <i>Catapult Online</i> 101 Fleet Street Baltimore, MD 21202	Greg Levin Executive Director phone: 410-843-6646 fax: 410-843-6667 e-mail: Gregg.Levin@educate.com Web site: www.CatapultOnline.com	Reading/Language Arts (6-12) Mathematics (K-5)	Serving 101 divisions. See complete list at http://www.doe.virginia.gov/VDOE/nclb/boe/catapult.pdf	7/26/06
10. <i>Champions Tutoring Program</i> (Formerly EdSolutions, Inc.) 573 Park Point Drive, Golden, CO 80401-9367	Jean Falls Proposal Writer phone: 303-526-3436 fax: 303-526-7552 e-mail: jfalls@klcorp.com Web site: http://www.edsolutionsinc.com	Reading/Language Arts Mathematics (K-8)	All divisions	9/26/02
11. <i>Club Z! Inc.</i> 15310 Amberly Drive Corporate Office Suite 185 Tampa, FL 33647	Todd A. Walden phone: 800-434-2582 fax: 813-932-2485 e-mail: ses@clubztutoring.com Web site: http://www.clubztutoring.com	All Subjects <u>SES Focus:</u> English Reading Mathematics (K-12)	All divisions	1/7/04
12. <i>Compass Learning Inc.</i> 7878 North 16 th Street Suite 100 Phoenix, AZ 85020	David E. Huck Director Business Administration and Pricing phone: 1-800-422-4339 fax: 602-230-7034 e-mail: Bids@compasslearning.com Web site: www.compasslearning.com	Reading/Language Arts Mathematics (K-8)	All divisions (Web-based)	9/17/03

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
13. Cortez Management 100 Bridge Street, Bldg. A Hampton, VA 23669	Cheryl B. Lockwood President phone: 757-722-2035 fax: 757-722-2312 e-mail: CortezLockwood@aol.com Web site: none	Mathematics (3-12)	Fluvanna, Greensville, Newport News, Pittsylvania	5/28/03
14. C2 Educational Systems, Inc. T/A C2 Educational Centers 21800 Town Center Plaza Unit 239 Sterling, VA 20164	David Kim President phone: 703-421-4300 fax: 703-444-3100 e-mail: sterling@c2educate.com Web site: www.c2educate.com	Reading/Language Arts Mathematics (K-12)	Fairfax County, Loudoun County	4/26/06
15. Destiny Achievers Tutorial Services, Inc. 5606 Crenshaw Road Suite 1421 Richmond, VA 23227	Robbin Gaston Executive Director phone: 804-261-1881 fax: none e-mail: soon2b@peoplepc.com Web site: www.destinyachievers.com	Reading Writing Mathematics (K-7)	Richmond, Chesterfield, Henrico	2/26/03
16. Education 2020 4110 North Scottsdale Road Suite 110 Scottsdale, Arizona 85251	Monica Schroeder SES Director phone: 866-737-3320 fax: 480-423-0213 e-mail: mschroeder@education2020.com Web site: www.education2020.com	Reading/Language Arts (K-5)	All divisions	10/25/06

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p><i>17. Education Station</i> 1001 Fleet Street Baltimore, MD 21202</p>	<p>Odell Kennedy Partnership Development Manager phone: For Parents: 1-800-246-2154 For Districts: 1-800-627-4276 Ext. 6279 fax: 410-843-8556 e-mail: Odell.Kennedy@educate.com Web site: www.edstation.net</p>	<p>Reading Mathematics (K-12)</p>	<p>All divisions</p>	<p>9/26/02</p>
<p><i>18. Educational Options, Inc.</i> 3440 N. Fairfax Drive Arlington, VA 22201</p>	<p>Thomas E. Sawner, Ed.D. Chief Executive Officer phone: 703-243-7460 fax: 703-248-0704 e-mail: sawner@edoptions.com Web site: contact provider</p>	<p>Reading Mathematics (7-12)</p>	<p>All divisions</p>	<p>10/26/05</p>
<p><i>19. Extended Learning Opportunities (ELO)</i> 2801 Clarendon Boulevard Suite 306 Arlington, VA 22201</p>	<p>Suzanne Swendiman Director phone: 703-228-7224 fax: 703-228-7205 e-mail: sswendi@arlington.k12.va.us Web site: none</p>	<p>Reading (K-5) Mathematics (3-5)</p>	<p>Arlington</p>	<p>10/26/05 01/11/06</p>
<p><i>20. Failure Free Reading Instant Achievement Center</i> 140 West Cabarrus Avenue Concord, NC 28025</p>	<p>Dr. Joseph F. Lockavitch phone: 800-542-2170 fax: 704-785-8940 e-mail: Joe.Lockavitch@failurefree.com Web site: http://www.failurefree.com</p>	<p>Reading English/Language Acquisition (K-12)</p>	<p>All divisions</p>	<p>7/23/03</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>21. <i>Huntington Learning</i> 496 Kinderkamack Road Oradell, NJ 07649</p>	<p>Julie DeLucca phone: 800-692-8400 Ext.486 fax: 201-261-3233 e-mail: DeluccaJ@huntingtonlearningcenter.com Web site: http://www.huntingtonlearning.com</p>	<p>Reading English Language Arts Phonics Writing Mathematics (K-12)</p>	<p>All divisions</p>	<p>2/26/03</p>
<p>22. <i>I CAN Learn Education Systems</i> 400 Poydras Street Suite 1000 New Orleans, LA 70130</p>	<p>Jay Wehrer phone: 504-263-1380 Ext. 205 fax: 504-263-1545 e-mail: jwehrer@icanlearn.com Web site: http://www.icanlearn.com</p>	<p>Pre-Algebra Algebra Mathematics Essentials (5-10)</p>	<p>All divisions</p>	<p>5/28/03</p>
<p>23. <i>In-Agape Family Life and Educational Center</i> 201 Pear Avenue Newport News, VA 23607</p>	<p>Regina McClenney phone: 757-245-3935 fax: 757-245-4320 e-mail: none Web site: none</p>	<p>Reading English/Writing Mathematics (K-12)</p>	<p>Newport News</p>	<p>9/26/02</p>
<p>24. <i>Kumon North America, Inc.</i> North American Headquarters Glenpointe Centre East 300 Frank W. Burr Blvd. Teaneck, NJ 07666</p>	<p>Matthew Lupsha Vice President phone: 201-928-0444 fax: 201-928-0044 e-mail: educate@kumon.com Web site: http://www.kumon.com</p>	<p>Reading Mathematics (All grades)</p>	<p>Alexandria, Annandale Ashburn, Burke, Chantilly, Fairfax, Herndon, Leesburg, McLean, Oakton, Poquoson, Richmond City, Springfield, Sterling, Vienna, Virginia Beach</p>	<p>9/26/02</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>25. <i>Lindamood-Bell Learning Processes</i> 416 Higuera Street San Luis Obispo, CA</p>	<p>Christy Arnette phone: 805-541-3836 Ext.777 e-mail: carnette@lblp.com fax: 805-541-9332 Web site: www.lindamoodbell.com</p>	<p>Reading Language Comprehension Spelling (K-12)</p>	<p>All divisions</p>	<p>11/19/03</p>
<p>26. <i>Little Scientists of Richmond</i> 4217 Vauxhall Road Richmond, VA 23234</p>	<p>Cornelia Belches Ryan phone: 804-640-2905 fax: 804-279-9951 e-mail: cryan@lsmr.net Web site: www.lsmr.net</p>	<p>Reading Math (PreK-8)</p>	<p>Richmond City, Petersburg, Henrico</p>	<p>9/26/02</p>
<p>27. <i>MasterMind Prep Learning Solutions, Inc.</i> P. O. Box 20401 Raleigh, NC 27619</p>	<p>A. Douglas Haynes phone: 1-866-294-7737 919-841-1965 fax: 919-841-5470 e-mail: learn@mastermindprep.com Web site: http://www.mastermindprep.com</p>	<p>English/Language Arts Mathematics Test Preparation (K-12)</p>	<p>All divisions</p>	<p>4/28/04</p>
<p>28. <i>Mathematics and Science Center (Richmond)</i> 2401 Hartman Street Richmond, VA 2323</p>	<p>Dr. Julia H. Cothron phone: 804-343-6525 fax: 804-343-6529 e-mail: jcothron@mathscience.k12.va.us Web site: http://mathsciencecenter.info</p>	<p>Mathematics Science Calculator and Computer Technology (K-12)</p>	<p><u>MSC Consortium:</u> Richmond City, Chesterfield, Hanover, Henrico, King William, Powhatan <u>Institutional</u> <u>Members:</u> Hopewell, Charles City, Prince George, St. Bridget's School, Steward School (Center serves all schools in the divisions listed/priority to consortium divisions.)</p>	<p>9/26/02</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>29. <i>Newton Learning, A Division of Edison Schools</i> Edison Schools 521 5th Avenue, 15th Floor New York, NY 10175</p>	<p>Jim Howland phone: 800-737-9968 fax: 212-419-1726 e-mail: SES@newtonlearning.net Web site: www.newtonlearning.net</p>	<p>Reading Writing Mathematics (K-8)</p>	<p>All divisions</p>	<p>4/28/04</p>
<p>30. <i>NonPublic Educational Services, Inc. (NESI)</i> 27 Congress Street Suite 204 Salem, MA 01970</p>	<p>Robert H. Crosby phone: 978-741-7161 fax: 978-741-0414 e-mail: rcrosby@nesihq.org Web site: http://www.nesihq.org</p>	<p>Reading Language Arts Writing Mathematics (K-8)</p>	<p>Alexandria, Arlington, Chesapeake, Fairfax, Falls Church, Hampton, Henrico, Lynchburg, Newport News, Norfolk, Portsmouth, Prince William, Richmond City, Virginia Beach</p>	<p>4/28/04</p>
<p>31. <i>O’Dea Capital Corporation/Sylvan Learning Center</i> 200 Westgate Parkway, Suite 101 Richmond, Virginia 23233</p>	<p>Bette B. O’Dea President phone: 804-750-1545 fax: 804-360-2177 e-mail: betteo@sylvanrichmond.com Web site: www.educate.com</p>	<p>Reading (K-8) Mathematics (6-8)</p>	<p>Amelia, Caroline, Chesterfield, Colonial Heights, Dinwiddie, Hanover, Henrico, Hopewell, Goochland, New Kent, Richmond City, Petersburg, Powhatan, and Prince George</p>	<p>10/25/06</p>
<p>32. <i>One-to-One Virginia Academic Support Program</i> 40 Fulton Street, 8th Floor New York, NY 10038</p>	<p>George Cigale phone: 212-528-3101 Ext. 202 fax: 212-202-4324 e-mail: Gcigale@tutor.com Web site: www.tutor.com</p>	<p>English Mathematics (4-12)</p>	<p>All divisions (Web site:-based)</p>	<p>9/26/02</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>33. <i>Park Place School</i> 509 W. 35th Street Norfolk, VA 23508</p>	<p>Michelle Shultz 509 West 35th Street Norfolk, VA 23508 phone: 757-624-3473 757-624-3474 fax: 757-624-3700 e-mail: ppsdevelopmentdir@verizon.net Web site: www.park-place-school.org</p>	<p>Reading English/Language Arts Mathematics (4-5)</p>	<p>Portsmouth, Virginia Beach, Chesapeake, Newport News, Richmond, and Park Place community in Norfolk</p>	<p>9/26/02</p>
<p>34. <i>Porter Education and Communications, Inc.</i> 8181 Professional Place Suite 240 Landover, MD 20785</p>	<p>Marcus Crosby and/or Lorenzo Middleton phone: 301-577-5505 fax: 301-577-8926 e-mail: aporter@portereducational.com Web site: www.portereducational.com</p>	<p>Reading Mathematics (K-12)</p>	<p>All divisions</p>	<p>10/28/04</p>
<p>35. <i>PowerCommunicators</i> 5716 Medallion Court Alexandra, VA 22303</p>	<p>Ed Wilczynski President phone: 703-317-0637 fax: 202-5461897 e-mail: Ed.Wilczynski@powercommunicators.org Web site: www.powercommunicators.org</p>	<p>Reading/Language Arts (6-12)</p>	<p>Fairfax, Alexandria, Richmond City</p>	<p>4/26/06</p>
<p>36. <i>Princeton Review</i> 1953 Gallows Road Suite 125 Vienna, VA 22182</p>	<p>Michelle Liang SES Contract Coordinator phone: 800-333-0369 Ext. 1349 fax: 212-874-0775 e-mail: mliang@review.com Web site: www.review.com</p>	<p>Reading English/Language Arts Mathematics (3-12)</p>	<p>All divisions</p>	<p>9/26/02</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>37. <i>Science Museum of Virginia</i> 2500 West Broad Street Richmond, VA 23220</p>	<p>Dr. Patricia D. Fishback Director of Science Education phone: 800-659-1727 804-864-1410 fax: 804-864-1560 e-mail: pfishback@smv.org Web site: www.smv.org</p>	<p>Mathematics Science (PreK-12)</p>	<p>All divisions in Central Virginia and Hampton Roads</p>	<p>10/28/04</p>
<p>38. <i>Trust Tutoring</i> 8115 Fenton Street, #304 Silver Spring, MD 20910</p>	<p>Lee Havis Director phone: 804-649-9600 fax: 301-589-0733 *51 e-mail: havis@erols.com Web site: www.wdn.com/trust</p>	<p>Reading English Mathematics (K-12)</p>	<p>Richmond, Henrico, Alexandria, Arlington, Fairfax</p>	<p>2/26/03</p>
<p>39. <i>StudyDog, Inc.</i> 7920 SW Nimbus Avenue Beaverton, Oregon 97008</p>	<p>Deme Clainos President/CEO Phone: 503-643-4449 Fax: 503-643-3997 e-mail: dclainos@studydog.com Web site: www.studydog.com</p>	<p>Reading/Language Arts (PreK-5)</p>	<p>All divisions</p>	<p>10/25/06</p>
<p>40. <i>The Learning Curve, Inc.</i> P. O. Box 770728 Naples, Florida 34107-0728</p>	<p>Mark Malone Chief Executive Officer Phone: 757-641-5535 e-mail: Mark.E.Malone@att.net</p>	<p>Reading/Language Arts (6-10) Reading/Language Arts (K-5) Mathematics (K-8) Conditional Approval- Mathematics (9-10)</p>	<p>Hampton, Newport News, Petersburg, and South Hampton Roads</p>	<p>10/25/06 1/10/07</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>41. <i>Tsquared Tutors, LLC</i> 1700 Verna Drive Richmond, VA 23228</p>	<p>Thomas L. Tucker Managing Partner Phone: 804-262-8923 fax: 804-262-9816 e-mail: Thomasl.tucker@comcast.net Web site: www.tsquaredtutors.com</p>	<p>Reading/Language Arts (6-12) Mathematics (6-8)</p>	<p>All divisions</p>	<p>7/26/06 10/25/06</p>
<p>42. <i>TutorFind</i> 9204 Church Street Suite 101 Manassas, VA 20110</p>	<p>Debbie Bergeron Executive Director phone: 800-648-8867 fax: 703-330-8671 e-mail: dbergeron@tutorfind.com Web site: http://www.tutorfind.com</p>	<p>Reading English Mathematics (K-Post Secondary)</p>	<p>Alexandria City Arlington County Culpeper County Fairfax County Fauquier County Fredericksburg City Loudoun County Madison County Manassas City Manassas Park City Newport News City Prince William County Orange County Spotsylvania County</p>	<p>10/22/03</p>
<p>43. <i>uKnow</i> 1301 Connecticut Avenue, NW, Suite 800 Washington, DC 22036</p>	<p>Paul Brunson President Phone: 202- 293-2332 Fax: 202- 293-8457 e-mail: tenumah@u-know.com Web site: www.u-know.com</p>	<p>Reading/Language Arts (6-12)</p>	<p>All divisions</p>	<p>7/26/06</p>

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (or service areas)	Board Approval Date
<p>44. <i>University Instructors, Inc.</i> 2100 W. Laburnum Suite 100D Richmond, VA 23227</p>	<p>Mike Smith phone: 804-213-0896 888-826-1250 fax: 804-213-0899 e-mail: virginia@universityinstructors.com Web site: www.universityinstructors.com</p>	<p>All subjects (K-12)</p>	<p>All divisions</p>	<p>9/26/02</p>
<p>45. <i>Voyager Expanded Learning</i> One Hickory Centre 1800 Valley View Lane Suite 400 Dallas, TX 75234</p>	<p>Jeri Nowakowski phone: 888-399-1995 Ext. 213 fax: 410-836-0748 e-mail: jnowakowski@voyagerlearning.com Web site: http://www.voyagerlearning.com</p>	<p>Reading (K-8)</p>	<p>All divisions</p>	<p>5/28/03</p>