

Board of Education Agenda Item

Item: _____ C. _____

Date: November 20, 2008

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Act (HEA)

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Origin:

____ Topic presented for information only (no board action required)

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

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

Previous Review/Action:

____ No previous board review/action

X Previous review/action
dates September 26, 2001, and October 23, 2008
action September 26, 2001: The Board of Education approved definitions of at-risk of becoming low-performing and low-performing institutions of higher education.
October 23, 2008: The Board of Education received for first review the recommendation of ABTEL to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia as required by Title II of the Higher Education Act

Background Information:

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. The following statement is an excerpt from the Title II

“Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation,” April 19, 2000:

To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

On September 26, 2001, the Board of Education approved Virginia’s definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of “approval, approval with stipulations, and denial of accreditation” were used in these definitions. The new regulations separate the accreditation and program approval processes; therefore, the designations need to be revised to reflect the designations used by each of the accrediting bodies.

Summary of Major Elements:

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, define the standards that must be met and the review options available for the accreditation of professional education programs required. The Advisory Board on Teacher Education and Licensure supported revisions to align the definitions to the accrediting bodies’ designations at its January 2008 meeting.

The three options for accreditation are as follows:

- Option I: National Council for the Accreditation of Teacher Education (NCATE)
- Option II: Teacher Education Accreditation Council (TEAC)
- Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:

Accreditation Decisions After the First Visit:

- Accreditation
- Provisional Accreditation
- Denial of Accreditation
- Revocation of Accreditation

Continuing Accreditation Decisions:

- Continuing Accreditation
- Accreditation with Conditions
- Accreditation with Probation
- Revocation of Accreditation

Option II: Teacher Education Accreditation Council:

- Accreditation
- Provisional Accreditation
- Accreditation Denied

[An institution also may be initially awarded “preaccreditation” on a one-time basis.]

Option III: Board of Education Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

The proposed revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education are as follows.

At-Risk of Becoming Low-Performing Institution of Higher Education: At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE: *Accreditation After First Visit:* Provisional Accreditation
 Continuing Accreditation: Accreditation with Probation

TEAC: Provisional Accreditation

BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE: Accreditation, Continuing Accreditation, or Accredited with Conditions

TEAC: Accreditation

BOE: Accredited

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

During its meeting on September 15, 2008, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the recommendation from the Advisory Board on Teacher Education and Licensure to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

Impact on Resources: There is minimal impact on resources.

Timetable for Further Review/Action: Upon Board of Education approval, the Virginia Department of Education will submit the revised definitions to the Title II Office of the United States Department of Education and Virginia institutions of higher education.