COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: March 18, 2010 **Time:** 9 a.m.
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 February 25, 2010, Meeting of the Board

Remarks by the Honorable Gerard Robinson, Secretary of Education, Commonwealth of Virginia

Resolutions/Recognitions

- Resolutions of Recognition Presented to the Virginia Recipients of the 2009 Milken Family Foundation National Educators Awards: Ann Lam Wong, West Springfield High School, Fairfax County Public Schools, and Sharon A. Dravvorn, Woodbridge Senior High School, Prince William County Public Schools

- Resolution of Recognition Presented to School Divisions Receiving the SACS/CASI District Accreditation: Carroll County Public Schools and Spotsylvania County Public Schools

- Resolution of Recognition Presented to the 2010 Distinguished Title I School Division: Lexington City Public Schools

Public Comment

Action/Discussion: Board of Education Regulations

A. Final Review of the Proposed Consolidated *Regulations Governing Local School Boards and School Divisions* (8 VAC 20-720-10 et seq.)

Action/Discussion Items

B. Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process

C. Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve an Option to Meet the Praxis I Reading and Writing Test for Entry into an Approved Preparation Program

D. First Review of Proposed *Economics and Personal Finance Standards of Learning* Curriculum Framework

E. First Review of Process for State Adoption of Textbooks and Instructional Materials for K-12 Mathematics

F. Final Review of State Adoption of Textbooks and Instructional Materials for K-12 History and Social Science

REPORT

G. Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

H. Report on the Biennial Budget Adopted by the 2010 General Assembly

I. Report on Legislation Passed by the 2010 General Assembly

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 Wednesday, March 17, 2010. 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 ensure 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.

Board of Education Agenda Item

Item: A. **Date:** March 18, 2010

Topic: Final Review of the Proposed Consolidated *Regulations Governing Local School Boards and School Divisions* (8 VAC 20-720-10 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 **E-Mail Address:** Anne.Wescott@doe.virginia.gov

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: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date April 29, 2009

action Approval of proposed regulations

Background Information: The proposed regulations consolidate, streamline, and update 13 current regulations. Ten of the 13 regulations were adopted on or before September 1, 1980. They have not been amended since that time and are out-of-date. Three of these regulations have been promulgated or revised since 1980 (*Classification of Expenditures,* 8 VAC 20-210; *Regulations Governing Management of the Student's Scholastic Record in the Public Schools of Virginia,* 8 VAC 20-150 et seq.; and *Regulations for the Protection of Students as Participants in Human Research*, 8 VAC 20-565 et seq.), but these three regulations also address regulatory requirements for local school boards and school divisions. They all lend themselves to consolidation, streamlining, and updating into a single set of regulations.

Summary of Major Elements: As noted above, this proposal is to amend and reenact 13 out-of-date regulations into one concise regulation and in doing so, updating them. The regulations to be consolidated are as follows:

8 VAC 20-150-10 et seq.	*Regulations Governing Management of the Student's Scholastic Record in the Public Schools of Virginia*
8 VAC 20-180-10	*Regulations Governing School Community Programs*

8 VAC 20-210-10	*Classification of Expenditures*
8 VAC 20-240-10 et seq.	*Regulations Governing School Activity Funds*
8 VAC 20-250-10	*Regulations Governing Testing Sight and Hearing of Pupils*
8 VAC 20-310-10	*Rules Governing Instruction Concerning Drugs and Substance Abuse*
8 VAC 20-320-10	*Regulations Governing Physical and Health Educati*on
8 VAC 20-390-10 et seq.	*Rules Governing Division Superintendent of Schools*
8 VAC 20-410-10	*Rules Governing Allowable Credit for Teaching Experience*
8 VAC 20-420-10	*Regulations Governing Personnel in Public School Libraries Operated Under Joint Contract Under Control of Local School Board or Boards*
8 VAC 20-460-10 et seq.	*Regulations Governing Sick Leave Plan for Teachers*
8 VAC 20-490-10 et seq.	*Regulations Governing School Boards Local*
8 VAC 20-565-10 et seq.	*Regulations for the Protection of Students as Participants in Human Research*

The purpose of this proposal is to consolidate them in such a way that school divisions will be able to access and implement them more effectively and efficiently for the management of the public schools in Virginia, thus better serving the students and their families.

There are no new requirements imposed on school divisions by these proposed regulations. Some of the provisions of the current regulations are not included in the consolidated regulation because they are out-of-date or otherwise no longer applicable. Additionally, some of the very detailed requirements in the current regulations have been streamlined in the new regulation in order to give local school divisions more flexibility in the development of their own plans and procedures.

There are several revisions recommended to the proposed regulations:

- In the definitions section, 8 VAC 20-720-10, the definitions of “instructional materials,” “instructional personnel,” and “teacher” would be deleted for clarity.

    - ✓ The definition of “instructional materials” is more appropriately found in the regulations governing textbooks and instructional materials, which are being revised in separate Board actions.
    - ✓ The definition of “instructional personnel” is not found elsewhere in these regulations.
    - ✓ The definition of “teacher” could be misunderstood in light of the Board’s work on the Standards of Quality in defining instructional and support services positions.

- A new section would be added, 8 VAC 20-720-180, to permit the Board to waive any provision of these regulations upon the request of the division superintendent and the chairman of the local school board, unless the provisions are otherwise required by state or federal law or federal regulations. In view of the budget reductions school divisions

are facing, permitting the waiver of regulations could serve to reduce the administrative burden on school divisions.

When these 13 regulations have been consolidated into the *Regulation Governing Local School Boards and School Divisions*, the current individual regulations will be repealed simultaneously with the promulgation of the new regulation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the attached *Regulations Governing Local School Boards and School Divisions* and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act.

Impact on Resources: The administrative impact for the review and revision of these regulations is not expected to be burdensome on the Department of Education and is expected to have a minimal to no fiscal or administrative impact on the local school divisions.

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

REGULATIONS TO BE REPEALED AND THEN ADDRESSED IN REGULATIONS GOVERNING LOCAL SCHOOL BOARDS AND SCHOOL DIVISIONS
8 VAC 20-720-10 et seq.

REGULATIONS GOVERNING MANAGEMENT OF THE STUDENT'S SCHOLASTIC RECORD IN THE PUBLIC SCHOOLS OF VIRGINIA
8 VAC 20-150-10 et seq.

~~8VAC20-150-10. Definitions.~~

~~The terms used in this chapter, except as otherwise defined herein, shall be in accord with the definitions contained in the Family Educational Rights and Privacy Act, 20 USC §1232g, 34 CFR 99; the Individuals with Disabilities Education Act, 20 USC §§1400-1485, 34 CFR 300; and §22.1-289 of the *Code of Virginia*.~~

~~8VAC20-150-20. Management of scholastic record.~~

~~A. Local education agencies shall manage the scholastic records of all students in compliance with applicable law, including the Family Educational Rights and Privacy Act of 1974, 20 USC §1232g, 34 CFR 99; the Individuals with Disabilities Education Act, 20 USC §§1400-1485, 34 CFR 300; and §§2.1-377 through 2.1-386, 16.1-260, 16.1-305.1, 16.1-305.2, 22.1-3.1, 22.1-270, 22.1-271.2, 22.1-287, 22.1-287.1, 22.1-288, 22.1-288.2, 22.1-289, 32.1-36.1 and 42.1-76 through 42.1-91.~~

~~B. Every notice of adjudication or conviction received by a local superintendent, and information contained in the notice, which is not a disciplinary record, shall be maintained by him and by any others to whom he disseminates it, separately from all other records concerning the student. However, if the school administrators or the school board takes disciplinary action against the student based upon an incident which formed the basis for the adjudication or conviction, the notice shall become a part of the student's disciplinary record. As used herein, "disciplinary record" means a record which is directly related to a student and any disciplinary action taken against that student for violation of school rules or policies occurring on school property or at school-sponsored events.~~

~~8VAC20-150-30. Access.~~

~~A parent, guardian or other person having control or charge of a student shall be notified of his right to review, and to request an amendment of, the student's scholastic record in accordance with the procedures set forth in 34 CFR 99.~~

REGULATIONS GOVERNING SCHOOL COMMUNITY PROGRAMS
8VAC20-180-10

~~8VAC20-180-10. School improvement plan.~~

~~Each school division shall involve the staff and community in revising and extending biennially a six-year school improvement plan. This plan shall be reviewed and approved by the local school board and submitted by January 15 of each odd-numbered year to the Superintendent of Public Instruction for approval in accordance with criteria of the Board of Education. The plan shall include:~~

1. ~~The objectives of the school division which can be measured by outcomes related to pupil performance, whenever possible;~~

2. ~~An assessment of the extent to which the objectives are being achieved, including evidence from follow-up studies of former students;~~

3. ~~Strategies for achieving the objectives of the school division; and~~

4. ~~Evidence of community participation in the development of the six-year plan.~~

~~A report shall be made by November 1 of each year to the local school board and to the public on the extent to which the measurable objectives of the preceding two school years were achieved. Deviations from the plan shall be explained.~~

CLASSIFICATION OF EXPENDITURES
8VAC20-210-10

~~**8VAC20-210-10. Classification of expenditures.**~~

~~The following major classification of expenditures is prescribed for use by local school boards when the division superintendent, with the approval of the school board, prepares the estimate of moneys needed for public schools.~~

~~1. Instruction;~~

~~2. Administration, attendance and health;~~

~~3. Pupil transportation;~~

~~4. Operation and maintenance;~~

~~5. School food services and other noninstructional operations;~~

~~6. Facilities;~~

~~7. Debt and fund transfers; and~~

~~8. Contingency reserves.~~

REGULATIONS GOVERNING SCHOOL ACTIVITY FUNDS
8VAC20-240-10 et seq.

~~8VAC20-240-10. Classification; responsibility for administration of regulations, exclusion of specific funds.~~

~~All funds derived from extracurricular school activities, such as entertainment, athletic contest, cafeteria, club dues, etc., and from any and all activities of the school involving personnel, students, or property are by this chapter classified as school activity funds (internal accounts). The local school boards shall be responsible for the administration of this chapter in the schools under their control and may determine which funds in any school may be excluded from those subject to this chapter. (Funds defined by law as public funds are not subject to this chapter and are to be handled as provided by law.)~~

~~8VAC20-240-20. Records, school finance officer, bonds.~~

~~Each school shall keep an accurate record of all receipts and disbursements so that a clear and concise statement of the condition of each fund may be determined at all times. It shall be the duty of each principal to see that such records are maintained in accordance with this chapter and rules promulgated by the local school board. The principal or person designated by him shall perform the duties of school finance officer or central treasurer. The school finance officer shall be bonded, and the local school board shall prescribe rules governing such bonds for employees who are responsible for these funds.~~

~~8VAC20-240-30. Forms.~~

~~The use of forms prescribed by the Board of Education is not mandatory but the basic information required by the uniform system must be incorporated in any system substituted for that designed by the Board of Education.~~

~~8VAC20-240-40. Audits; monthly and annual reports.~~

~~School activity funds (internal accounts) shall be audited at least once a year by a duly qualified accountant or accounting firm approved by the local school board and a copy of the audit report shall be filed in the office of the division superintendent. Monthly reports of such funds shall be prepared and filed in the principal's office, and annual reports shall be filed in the office of the principal or division superintendent. The cost of such an audit is a proper charge against the school operating fund or school activity funds.~~

~~8VAC20-240-50. Interpretation of regulations and forms.~~

~~Nothing in this chapter or suggested forms shall be construed as superseding or modifying the federal-state plan for operation of cafeterias under the National School Lunch Act, 42 USC § 1751 et seq.~~

REGULATIONS GOVERNING TESTING SIGHT AND HEARING OF PUPILS
8VAC20-250-10

~~8VAC20-250-10. Testing of sight and hearing; monitoring.~~

~~That sight and hearing of pupils in grades K, 3, 7, and 10 be screened within 60 administrative working days of the opening of school. Whenever a pupil is found to have any defect of vision or hearing or a disease of the eyes or ears, the principal shall notify the parent or guardian in writing, of such defect or disease. This screening of pupils will be monitored through the administrative review process.~~

RULES GOVERNING INSTRUCTION CONCERNING
DRUGS AND SUBSTANCE ABUSE
8VAC20-310-10

~~**8VAC20-310-10. Health education program.**~~

~~The Board of Education recognizes that the illegal and inappropriate use of certain substances constitutes a hazard to the development of students. Elementary and secondary schools shall include in the health education program instruction in drugs and drug abuse.~~

~~Therefore, the public schools of the Commonwealth shall:~~

1. ~~Be concerned with education and prevention in all areas of substance use and abuse.~~

2. ~~Establish and maintain a realistic, meaningful substance abuse prevention and education program that shall be developed and incorporated in the total education program.~~

3. ~~Establish and maintain an ongoing in-service substance abuse prevention program for all school personnel.~~

4. ~~Cooperate with government and approved private agencies involved with health of students relating to the abuse of substances.~~

5. ~~Encourage and support pupil-run organizations and activities that will develop a positive peer influence in the area of substance abuse.~~

6. ~~Create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear of reprisal.~~

REGULATIONS GOVERNING PHYSICAL AND HEALTH EDUCATION
8VAC20-320-10

~~8VAC20-320-10. Health education program.~~

~~Elementary and secondary schools shall present a comprehensive health education program which focuses on instruction related to alcohol and drug abuse, smoking and health, personal growth and personal health, nutrition, prevention and control of disease, physical fitness, accident prevention, personal and family survival, environmental health, mental health, and consumer education. These shall be developed in accordance with procedures outlined in the Curriculum Guide for Health Education.~~

RULES GOVERNING DIVISION SUPERINTENDENT OF SCHOOLS
8VAC20-390-10 et seq.

~~**8VAC20-390-10. Qualifications.**~~

~~Division superintendents of county, town, and city school systems are required by law to be appointed from a list of eligible persons approved by the State Board of Education. To be placed on the list of eligibles, applicants must meet the following qualifications:~~

1. ~~Personal qualities. Eligibility shall be limited to individuals whose records attest to good character and demonstrated ability as an educational administrator.~~

2. ~~Education. The applicant shall have earned 60 semester hours of graduate work from an institution of higher learning accredited by the state accrediting agency and shall hold the Master's degree or be pursuing a doctoral program approved by any such accredited institution.~~

3. ~~The applicant shall have completed graduate work in the following areas: history or philosophy of education, courses designed to develop competence in supervision and curriculum development, administration, finance, law, plant, personnel management or school-community relations, research, or statistical methods.~~

4. ~~Experience. The applicant shall have had at least five years of satisfactory and full-time experience in administration or supervision, or both, in public schools.* This experience shall have been acquired in the principalships or positions, or both, within the central administrative offices of the school division. A maximum of two years of this requirement may be met through full-time experience in the assistant principalship. Certification as to whether the applicant has served satisfactorily in full-time positions of administration or supervision, or both, must be mailed directly to the Department of Education by the division superintendent.~~

5. ~~Recency of professional education or experience, or both, and status report. A portion of either professional education or experience, or both, shall have been within a period of four years immediately prior to the application. An individual not serving as a division superintendent is required to complete a status report every four years. The report should include current information about the individual, such as current position, professional growth activities, and other pertinent data. The Department of Education will request the status report early in the school year prior to commencement of the new term for the division superintendents.~~

6. ~~Conditions. Superintendents in office in Virginia as of November 1, 1967, shall not be required to meet these qualifications as long as they serve continuously in such positions in the state.~~

~~Persons on the eligible list as of November 1, 1967, who did not meet the education requirement effective that day shall submit to the department official transcripts of graduate work in support~~

~~of at least six semester hours beyond the master's degree each two years thereafter until such time as they meet the new academic requirement. Any person who does not comply with this requirement will be removed from the eligible list.~~

~~*Comparable experience in accredited private schools or other educational systems may be accepted upon the recommendation of the Superintendent of Public Instruction and the approval of the Board of Education.~~

~~8VAC20-390-20. Part-time service as school principal.~~

~~The division superintendent of schools, on a part-time basis, may with the consent of the Board of Education serve as school principal.~~

~~8VAC20-390-30. Acting superintendents.~~

~~In case of a vacancy occurring during the regular four-year term of office of the division superintendent, an acting superintendent shall be designated by the school board or boards to serve until the newly appointed superintendent assumes office. The local school board or boards may compensate such acting superintendent from local funds and such board or boards may provide necessary traveling expenses.~~

~~8VAC20-390-40. Observing regulations; making annual and special reports.~~

~~It shall be the duty of each division superintendent to observe such directions and regulations as the Superintendent of Public Instruction or Board of Education may prescribe and to make special reports to the Superintendent whenever required.~~

~~8VAC20-390-50. School accounts.~~

~~It shall be the duty of the division superintendent to inspect the accounts of the clerk of the school board from time to time during the year and see that such accounts are kept correctly and that all school funds are properly applied.~~

~~8VAC20-390-60. Distribution of state reports, forms, laws, and regulations.~~

~~Superintendents shall distribute promptly all reports, forms, laws, and regulations which may be received from the Superintendent of Public Instruction, in accordance with his directions.~~

~~8VAC20-390-70. Explanation of school system; enforcement of school laws, regulations, etc.~~

~~Superintendents shall explain the school system and give information about it on all suitable occasions, and shall make certain that all school laws and regulations are strictly enforced and that the decisions of the Superintendent of Public Instruction and of the Board of Education are complied with. When such decisions are not complied with, the division superintendent shall inform the Superintendent of Public Instruction.~~

~~8VAC20-390-80. Inspection and supervision of schools.~~

~~It shall be the duty of the division superintendent to visit and inspect each school in his division. He shall inquire into all matters relating to the management of the school, the course of study, method of instruction, and use of textbooks, and shall give particular attention to the conditions of the school buildings.~~

~~8VAC20-390-90. Supervision of teachers.~~

~~The division superintendent shall see to it that teachers discharge faithfully the duties assigned to them, and any neglect or violation by teachers of any of the laws or regulations shall be promptly reported to the school board with recommendations for appropriate action.~~

~~8VAC20-390-100. Condemnation of school buildings.~~

~~The superintendent shall have authority to condemn school buildings, as provided by law, when such school buildings are not safe and may endanger the health of pupils.~~

~~8VAC20-390-110. Promotion of improvement and efficiency of school personnel; promotion of appreciation, etc. of education.~~

~~It shall be the duty of superintendents to promote the improvement and efficiency of teachers and other school personnel by all appropriate methods. They shall also endeavor by all appropriate means to promote an appreciation and desire for education among the people.~~

RULES GOVERNING ALLOWABLE CREDIT FOR TEACHING EXPERIENCE
8VAC20-410-10

~~8VAC20-410-10. Teaching experience credit.~~

~~Credit for teaching experience may be allowed:~~

1. ~~For teaching in public schools in the state and out of the state.~~

2. ~~For teaching in accredited institutions of higher learning in and out of the state.~~

3. ~~For teaching in schools operated in military installations, supported by federal tax funds, and for which academic credit is accepted for admission to the public schools of Virginia.~~

4. ~~For teaching in public resident schools, such as the Virginia School for the Deaf and Blind.~~

5. ~~For teaching in accredited private schools and in private schools for which teachers receive credit under the provisions of the Virginia Retirement System.~~

~~Teachers in the field of vocational education, where the requirement calls for occupational work experience beyond the apprenticeship level, may be allowed credit for one year of teaching experience for each two years of work experience.~~

REGULATIONS GOVERNING PERSONNEL IN PUBLIC SCHOOL LIBRARIES OPERATED UNDER JOINT CONTRACT UNDER CONTROL OF LOCAL SCHOOL BOARD OR BOARDS
8VAC20-420-10

~~8VAC20-420-10. Library personnel.~~

~~All such persons employed in any public school library or any library operated under joint contract between a school board or boards and the trustees of a county or regional library system shall be under the direction, supervision, and control of the local school board or boards.~~

REGULATIONS GOVERNING SICK LEAVE PLAN FOR TEACHERS
8VAC20-460-10 et seq.

~~8VAC20-460-10. Allowances.~~

~~Allowances shall be as follows:~~

1. ~~Each full-time teacher in the public free schools shall earn a minimum of 10 days each year.~~

2. ~~Earnings for less than a full year of full-time employment shall be at the rate of one day per month, or major fraction thereof. This provision applies to teachers who do not begin teaching at the start of the school term and to those who do not complete the full year.~~

3. ~~A teacher cannot claim any portion of earned leave unless he or she has actually reported for duty for the regular school term in accordance with the terms of the teacher's contract. If a teacher is unable, because of illness, to begin teaching when school opens in the fall, such teacher may be allowed to use accumulated leave not to exceed the balance credited to him or her as of June 30 of the immediate preceding school year.~~

4. ~~School boards may, by resolution, permit teachers to anticipate sick leave earnings for the current school year, provided adequate provision is made for a refund in the event the teacher terminates employment before such credit is earned.~~

~~8VAC20-460-20. Accumulating sick leave.~~

~~Sick leave, if not used, may accumulate to a minimum of 90 days.~~

~~8VAC20-460-30. When substitute employed.~~

~~When a substitute has to be employed, such leave shall be allowed for personal illness, including quarantine, or illness or death in the immediate family requiring the attendance of the employee for not more than three days in any one case, unless the local school board by resolution wishes to allow an extension.~~

~~8VAC20-460-40. "Immediate family" defined.~~

~~The "immediate family" of an employee shall be interpreted to include natural parents, adoptive parents, foster parents, stepmother, stepfather, wife, husband, children, brother, sister, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, and any other relative living in the household of the teacher ("any other relative living in a household of a teacher" is limited only in that the relative, however distant, must live in the household of a teacher).~~

~~8VAC20-460-50. Termination of accumulative sick leave; transfer of sick leave; when~~ ~~teacher presumed to have left teaching profession.~~

~~All accumulated sick leave shall terminate, except as defined below, upon the expiration of employment as a teacher. A teacher may transfer from one school system to another in Virginia and also may transfer any accumulated leave if the school board of the system to which the transfer is being made signifies its willingness to accept such transfer.~~

~~A teacher will be presumed to have left the teaching profession if he or she accepts employment other than in the public school system of Virginia, or is unable to teach in the public schools of Virginia for a period of three consecutive years because of illness or physical disability or family responsibilities. Teachers who leave the teaching profession to enter the armed services do not forfeit accumulated earnings unless they fail to return to the teaching profession immediately upon discharge from an original tour of duty in the armed services.~~

~~8VAC20-460-60. Local supplementary regulations.~~

~~Local school boards may adopt supplementary rules and regulations, not in conflict with this chapter, and, in the discretion of the local board, such local regulations may provide for the submission of a doctor's certificate in case of absence due to illness.~~

REGULATIONS GOVERNING SCHOOL BOARDS LOCAL
8VAC20-490-10 et seq.

~~8VAC20-490-10. Familiarity with and implementation of school laws and regulations.~~

~~It is the duty of all school officials to acquaint themselves with the school laws and regulations and to see that they are implemented.~~

~~8VAC20-490-20. Teacher contracts.~~

~~The school board shall enter into written agreements with teachers before they begin their duties, but no teacher may be employed or paid from public funds who is not certified to teach in the public schools of Virginia. Contracts with teachers shall be executed on behalf of the board by the chairman and the clerk.~~

~~8VAC20-490-30. Length of the school day.~~

~~The time for opening and closing schools shall be prescribed by the local school board upon recommendation of the division superintendent, provided that the daily program for students in grades 1 through 12 shall average at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the local school board may approve occasional shortened days for staff development, conferences, planning, and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten shall be at least three hours, not including meal intermissions. The student day here described shall be considered a minimum day rather than an optimum day; a longer student day is encouraged to accommodate the instructional program and student needs.~~

~~When exceptions in the length of the daily program are necessary for special education, alternative education, double shifts, and scheduling or other unusual situations, the local board shall request approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are applicable. The affected programs must be in compliance with such other regulations as may apply to them.~~

~~The length of the work day for employees shall be determined by the local school board. It shall be of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions, or other contractual obligations.~~

~~8VAC20-490-40. Textbooks.~~

~~School officers and teachers shall require all children who apply for admission into the public free schools to be provided with such books as have been duly approved under the regulations of the Board of Education. In the case of children whose parents or guardians are financially unable to furnish them, school boards shall provide, free of charge, such textbooks and workbooks required for courses of instruction.~~

~~There shall be kept in every school a copy of the list of textbooks prescribed for use in that division.~~

~~8VAC20-490-50. Policy manual.~~

~~Each local school board shall maintain an up-to-date policy manual which shall include:~~

1. ~~The grievance procedure prescribed by the Board of Education;~~

2. ~~A system of communication between the local school board and its employees in order that views of all school employees may be received in an orderly and constructive manner in matters of concern to them; and~~

3. ~~A cooperatively developed procedure for personnel evaluation.~~

~~An up-to-date copy of the local school board policy manual shall be kept in the library of each school in that division, and shall be available to employees and to the public.~~

~~8VAC20-490-60. Annual report.~~

~~With the assistance of the division superintendent, each school board shall make a report on or before the first day of August of each year, covering the work of the schools for the year ending the 30th day of the preceding June. The report shall be made to the Board of Education on forms supplied by the Superintendent of Public Instruction. The Superintendent of Public Instruction may grant, for good cause, an extension of time not to exceed 15 days for making such report.~~

REGULATIONS FOR THE PROTECTION OF STUDENTS AS PARTICIPANTS IN HUMAN RESEARCH
8VAC20-565-10 et seq.

~~8VAC20-565-10. Definitions.~~

~~The terms in this chapter, except as otherwise defined herein, shall be in accord with the definitions contained in Chapter 5.1 (§32.1-162.16 et seq.) of Title 32.1 of the *Code of Virginia* entitled "Human Research."~~

~~8VAC20-565-20. Scope.~~

~~No human research involving students shall be conducted or authorized by the Virginia Department of Education or any public school of the Commonwealth, including the Virginia Schools for the Deaf and Blind, or any proprietary schools certified by the Board of Education, unless in compliance with this chapter and other applicable law, including 45 CFR 46.~~

~~8VAC20-565-30. Informed consent.~~

~~No such research shall be conducted or authorized unless the student and the student's parents or legally authorized representative give their informed consent. Such informed consent shall be evidenced by a signed and witnessed informed consent form. Such form shall comply with §32.1-162.18 A of the *Code of Virginia*.~~

~~8VAC20-565-40. Research committee.~~

~~Any such research shall be approved and conducted under the review of a human research committee, which shall be established by the agency or school conducting or authorizing the research. Any such committee shall comply with the provisions of §32.1-162.19 of the *Code of Virginia*. Each committee shall submit to the Governor, the General Assembly, and the Superintendent of Public Instruction or his designee at least annually a report on the student projects reviewed and approved by the committee, which shall state significant deviations from the proposals as approved.~~

~~8VAC20-565-50. Exemptions.~~

~~There shall be excluded from the operation of this chapter those categories of research as set forth in §32.1-162.17 of the *Code of Virginia* which exempts "Research or student learning outcomes assessments conducted in educational settings involving regular or special education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, or the use of educational tests, whether cognitive, diagnostic, aptitude, or achievement, if the data from such tests are recorded in a manner so that subjects cannot be identified, directly or through identifiers linked to the subjects. . . ."~~

VIRGINIA BOARD OF EDUCATION
Promulgate regulation; consolidate other select regulations related to local school boards

REGULATIONS GOVERNING LOCAL BOARDS AND SCHOOL DIVISIONS
8VAC 20-720-10 et seq.

8VAC20-720-10. Definitions.

The following words and terms when used in this chapter shall have the meanings indicated, unless the context clearly implies otherwise:

"Administrative working day" means any day that the relevant school board office is open.

"Board" means the Virginia Board of Education.

"Days" mean calendar days unless a different meaning is clearly expressed. Whenever any period of time fixed by this chapter shall expire on a Saturday, Sunday, or legal holiday, the period of time for taking action under this chapter shall be extended to the next day that is not a Saturday, Sunday, or legal holiday.

"Department" means the Virginia Department of Education.

"Facilities fees" means any fees charged by a school board or an individual school for the use of its school buildings or grounds.

[~~"Instructional materials" means all materials, other than textbooks, used to support instruction in the classroom, including, but not limited to, books, workbooks, electronic media, maps, charts and games.~~]

[~~"Instructional personnel" means all school personnel regularly employed by the local school board or paid from public funds who are required to hold a license issued by the Virginia Board of Education.~~]

"School activity funds (internal accounts)" means all funds derived from extracurricular school activities, including, but not limited to, entertainment, athletic contests, facilities fees, club dues, vending machine proceeds that are not deposited in the school nutrition program account and from any and all activities of the school involving personnel, students, or property.

"Standards of Learning (SOL)" means the educational objectives established by the Virginia Board of Education which form the core of Virginia's educational program.

[~~"Teacher" means a person (i) who is regularly employed full time as a teacher, visiting teacher/school social worker, guidance counselor, or librarian, and (ii) who holds a valid teaching license.~~]

"Teaching day" means a standard school day, as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia,* 8VAC20-131-50, when the school is in regular session for the instruction of pupils.

Part I
Administration

8VAC20-720-20. Policy manual.

Each local school board shall maintain and follow up-to-date policies in accordance with the Standards of Quality, § 22.1-253.13:7 of the *Code of Virginia*.

8VAC20-720-30. Reports.

A. Each local school board, division superintendent or both, shall submit all reports and certifications required by the Virginia Department of Education, by the dates requested.

B. Failure to submit the required reports in a timely manner may result in reporting such failure to the Board of Education for the public record.

C. The reports shall be submitted not later than the due date; however, the Superintendent of Public Instruction may grant, for good cause, an extension of time not to exceed 15 calendar days for making such reports.

8VAC20-720-40. Divisionwide plan.

A. Each local school board shall develop a divisionwide, comprehensive, unified, long-range plan in accordance with the Standards of Quality, § 22.1-253.13:6 of the *Code of Virginia*.

B. The local board shall review such plan biennially and adopt any necessary revisions.

C. Prior to the adoption of the plan, or any revisions to the plan, each local school board shall notify the public of the adoption or revision, post the plan or revisions on its Web site if practicable, make a hard copy available for public inspection and copying, and conduct at least one public hearing to solicit comments.

8VAC20-720-50. School laws and regulations.

A. All school board employees shall be familiar with the school laws and regulations related to their duties and responsibilities and ensure that they are implemented.

B. In addition to this chapter, local school divisions and school boards shall adhere to Title 22.1 of the *Code of Virginia* and the applicable Board of Education regulations in Volume 8, Section 20 of the *Virginia Administrative Code*.

Part II
Finance

8VAC20-720-60. Classification of expenditures.

A. Pursuant to § 22.1-115 of the *Code of Virginia*, local school boards shall use the following major classifications of expenditures when the division superintendent, with the approval of the local school board, prepares the estimate of funds needed for public schools:

1. Instruction;

2. Administration, attendance and health;

3. Pupil transportation;

4. Operation and maintenance;

5. School food services and other noninstructional operations;

6. Facilities;

7. Debt and fund transfers;

8. Technology;

9. Contingency reserves.

B. Nothing in this regulation shall prohibit the preparation and use of line item budgeting within these categories.

8VAC20-720-70. School activity funds.

A. Local school boards shall be responsible for the administration of this subsection in the schools under their control.

B. Records and bonds

1. Each school shall keep an accurate record of all receipts and disbursements so that a clear and concise statement of the condition of each fund may be determined at all times.

2. It shall be the duty of the school division official designated by the local school board to perform such duties to ensure that such records are maintained in accordance with this subsection and rules promulgated by the local school board.

3. The designated school division official shall perform the duties prescribed by this subsection of this regulation.

4. The designated school division official shall be bonded, and the local school board shall prescribe rules governing such funds for employees who are responsible for these funds.

5. All records shall be subject to public disclosure in accordance with the *Virginia Freedom of Information Act*, §§ 2.2-3700 through 2.2-3714 of the *Code of Virginia*.

C. The basic information required by the accounting principles for governmental accounting and reporting established by the Governmental Accounting Standards Board must be incorporated into any system used by the local school division.

D. Audit, examination or review; monthly and annual reports

1. At least once a year, a duly qualified accountant, accounting firm, or internal auditor shall perform an audit, examination, or review of school activity funds to ensure funds are being managed in accordance with these regulations and all funds are properly accounted for. The type of engagement (audit, examination, or review) and the accountant, accounting firm, or internal auditor, shall be approved by the local school board.

2. A copy of the report resulting from the audit, examination or review (and the completed corrective action plan, if suggestions for improvement are made) shall be reviewed by the division superintendent and the local school board, and filed in the office of the clerk of the school board, the division superintendent, and the principal.

3. The cost of such an audit, examination or review may be paid from the school operating fund or school activity funds.

4. Monthly reports of such funds shall be prepared by the designated school division official and filed in the principal's office.

E. Nothing in this chapter shall be construed as superseding or modifying the federal-state plan for operation of cafeterias under the *Richard B. Russell National School Lunch Act*, 42 USC § 1751 et seq., as amended effective October 1, 2008, and the *Child Nutrition Act of 1966*, 42 USC § 1771 et seq., as amended effective October 1, 2008.

8VAC20-720-80. Reserved.

Part III
Instruction

8VAC20-720-90. Health education program.

A. Elementary, middle, and secondary schools shall provide a comprehensive health education program focusing on instruction related to alcohol and drug abuse, smoking and health, personal growth and personal health, nutrition, prevention and control of disease, physical fitness, accident prevention, personal and family survival, environmental health, mental health, and consumer education.

B. The health education program shall include instruction in drugs and substance abuse prevention. As part of the program, school divisions shall:

1. Encourage and support organizations and activities that will develop a positive peer influence concerning substance abuse.

2. Create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear or reprisal.

C. The health education program shall be developed in accordance with the Board of Education's *Health Education Standards of Learning for Virginia Public Schools*.

Part IV
Personnel

8VAC20-720-100. Division superintendent of schools.

A. In order to be appointed a division superintendent, applicants must hold an active Virginia division superintendent's license prescribed by the Board of Education's *Licensure Regulations for School Personnel*, 8VAC20-22-10 et seq.

B. In case of a division superintendent vacancy, the local school board shall appoint a new superintendent in accordance with § 22.1-60 of the *Code of Virginia*.

C. If a new superintendent is not appointed within the time prescribed by § 22.1-60, the Virginia Board of Education shall appoint the superintendent in accordance with the Board's *Procedure for Appointment of a School Division Superintendent by the Virginia Board of Education*.

D. The division superintendent shall perform such duties as may be prescribed by law, by the local school board, and by the Board of Education. In addition, the division superintendent shall:

1. Observe such directions and regulations as the Superintendent of Public Instruction or Board of Education may prescribe and make special reports whenever required.

2. Ensure strict enforcement of all school laws and regulations and compliance with the decisions of the Superintendent of Public Instruction and Board of Education.

3. Visit and cause to be inspected each school on a regular basis and inquire into all matters relating to the management of the school, the course of study, method of instruction, use of textbooks, and condition of the school buildings.

4. Ensure that teachers faithfully discharge the duties assigned to them, and report promptly to the local school board any neglect or violation of any of the laws or regulations by teachers along with recommendations for appropriate action.

5. Close public school buildings that appear to be unfit for occupancy in accordance with § 22.1-136 of the *Code of Virginia*.

6. **[~~Ensuring~~ *Ensure*]** timely submission of all reports and certifications required by the Virginia Department of Education by the dates requested.

8VAC20-720-110. Teacher contracts and licenses.

A. All teachers shall be licensed and endorsed in accordance with the Board of Education's *Virginia Licensure Regulations for School Personnel*, 8VAC20-21-10 et seq.

B. No teacher shall be regularly employed by a local school board or paid from public funds unless such teacher holds a license issued by the Board of Education or a three-year local eligibility license issued by a local school board pursuant to § 22.1-299.3 of the *Code of Virginia*.

C. The local school board shall enter into written contracts with teachers prior to the commencement of their duties. Such contracts shall be executed on behalf of the local school board by the chairman and the clerk.

D. Such contracts shall be in accordance with the *Code of Virginia* and the Board of Education's *Regulations Governing the Employment of Professional Personnel*, 8VAC20-440-10 et seq.

8VAC20-720-120. Sick leave plan for teachers.

A. Allowances

1. Each full-time teacher in the public schools shall earn a minimum of 10 days of sick leave each year.

2. Earnings for sick leave for less than a full year of full-time employment shall be at the rate of one day per month, or major fraction thereof. This provision applies to teachers who do not begin employment at the start of the school term and to those who do not complete the full year.

3. A teacher cannot claim any portion of earned sick leave unless he has actually reported for duty for the regular school term in accordance with the terms of the teacher's contract. If a teacher is unable, because of illness, to begin employment when school opens in the fall, such teacher may be allowed to use accumulated leave not to exceed the balance credited to him as of June 30 of the immediate preceding school year.

4. School boards may, by resolution, permit teachers to anticipate sick leave earnings for the current school year, provided adequate provision is made for a refund in the event the teacher terminates employment before such credit is earned.

5. Teachers who leave the profession to enter military service, or who are activated or deployed for military service, do not forfeit accumulated leave earnings unless they fail to return to the teaching profession immediately upon discharge from military service or return from deployment or activation.

B. Local policies

1. Each local school board shall adopt policies providing for the accumulation, termination and transfer of sick leave.

2. Each local school board shall adopt policies providing for leave without pay for school board employees with debilitating or life-threatening illness or injury, without regard to the employee's length of service with the school board.

Part V
Student Records

8VAC20-720-130. Management of student records.

Local education agencies shall manage the scholastic records of all students in compliance with applicable law and regulations, including the *Family Educational Rights and Privacy Act* and regulations, 20 USC § 1232g and 34 CFR 99; the *Protection of Pupil Rights Amendment* and regulations, 20 USC §1232h and 34 CFR 98; the *Individuals with Disabilities Education Improvement Act* and regulations, 30 USC §§1400-1485 and 34 CFR 300; the *No Child Left Behind Act of 2001* and regulations, P.L. 107-110 and 34 CFR Part 200; and the *Code of Virginia*.

Part VI
Students

8VAC20-720-140. Students as participants in human research.

A. No human research involving students shall be conducted or authorized by the Virginia Department of Education or any public school of the Commonwealth, unless in compliance with this chapter and other applicable law.

B. No such research shall be conducted or authorized unless the student and the student's parents or legally authorized representative give their informed consent. Such informed consent shall be evidenced by a signed and witnessed informed consent form that complies with § 32.1-162.18 of the *Code of Virginia*.

C. Any such research shall be approved and conducted under the review of a human research committee, which shall be established by the agency or school conducting or authorizing the research. Any such committee shall comply with the provisions of § 32.1-162.19 of the *Code of Virginia*. The committee shall submit to the Governor, the General Assembly, and the Superintendent of Public Instruction or his designee at least annually a report on the student projects reviewed and approved by the committee, which shall state the significant deviations from the proposals as approved.

D. There shall be excluded from the operations of this chapter those categories of research as set forth in § 32.1-162.17 of the *Code of Virginia*.

E. Research shall be conducted in accordance with the provisions of the Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h, and its implementing regulations, 34 CFR Part 98.

8VAC20-720-150. Testing sight and hearing of students.

A. The sight and hearing of students in grades K, 3, 7, and 10 shall be screened within 60 administrative working days of the opening of school in accordance with the requirements of § 22.1-273 of the *Code of Virginia*.

B. Whenever a student is found to have any impairment of vision or hearing or a disease of the eyes or ears, the principal shall notify the parent or guardian in writing, of such impairment or disease.

C. This screening of all students shall be monitored through the Department of Education's review of special education and related services in local school divisions.

Part VII
Instructional Materials and Textbooks.

8VAC20-720-160. Reserved.

8VAC20-720-170. Reserved.

**[*Part VIII*
Waivers

8VAC20-720-180. Waivers.

***Waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board, provided that the requirements are not mandated by state or federal law or federal regulations. The request shall include documentation of the need for the waiver.*]**

Board of Education Agenda Item

Item: B. **Date:** March 18, 2010

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent, Division of 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)

_X_ Board review required by
- ____ State or federal law or regulation
- _X_ 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
date February 25, 2010
action The Board of Education received ABTEL's recommendation for first review.

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, set forth the options for the accreditation of "professional education programs" at Virginia institutions of higher education. The regulations define the "professional education program" as the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

8VAC20-542-30. Options for accreditation or a process approved by the Board of Education.

A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:

1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.

2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.

3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.

D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:

1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education....

Section 20-542-60 of the *Regulations Governing Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

Board of Education Definitions for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education

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.

On November 20, 2008, the Board of Education approved revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education to reflect the designations used by each of the accrediting bodies.

At-Risk of Becoming a 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

Federal reporting is required by states in October of each year. Institutions meeting these definitions at the end of the reporting year will be designated at risk of low performing and low-performing institutions of higher education.

Summary of Major Elements:

Virginia Wesleyan College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. Attached are the *Professional Education Program Review Team Report of Findings* and Virginia Wesleyan College's *Institutional Response to the Professional Education Program Review Team Report of Findings***.**

The overall recommendation of the on-site review team was that the professional education program be "accredited with stipulations." Below are the recommendations for each of the four standards:

STANDARD	TEAM'S RECOMMENDATION
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met Minimally with Significant Weaknesses
Standard 3: Faculty in Professional Education Programs	Met Minimally with Significant Weaknesses
Standard 4: Governance and Capacity	Met

On January 25, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations." Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia.* Attached is a letter from Dr. Timothy G. O'Rourke, Vice President for Academic Affairs and Dean of the College at Virginia Wesleyan College, expressing the institution's commitment to meeting the standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations." Within a two-year period, the professional education program must fully meet standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

Impact on Resources:

Expenses, with the exception of those for the state representative, incurred during on-site review of teacher education programs are funded by the host institution.

Timetable for Further Review/Action:

Within a two-year period, the professional education program must fully meet standards stipulated in the *Regulations Governing the Review and Approval of Education Programs in Virginia* and provide documentation to the Department of Education. In addition, an on-site review of professional education programs will be conducted on a seven-year cycle.

Appendices

- **Letter from Dr. Timothy G. O'Rourke, Vice President for Academic Affairs and Kenneth R. Perry Dean of the College, Virginia Wesleyan College**
- **Professional Education Program Review Team Report of Findings**
- **Virginia Wesleyan College's Institutional Response to the Professional Education Program Review Team Report of Findings**

Vice President for Academic Affairs
and Kenneth R. Perry Dean of the College

March 3, 2010

Mrs. Eleanor B. Saslaw, President
Virginia Board of Education
c/o Mrs. Patty S. Pitts, Assistant Superintendent
Division of Teacher Education and Licensure
Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

Dear Mrs. Saslaw:

On April 26-29, 2009, the Professional Education Program at Virginia Wesleyan College (VWC) submitted to an on-campus review according to a process approved by the Board of Education. *The Professional Education Program Review Team Report of Findings* found Standards 1 and 4 to be fully "Met." Standards 2 and 3, according to the *Report*, were "Met Minimally with Significant Weaknesses" (*Report*, p. 2).

The College has moved with urgency and singularity of purpose—allocating significant additional resources—in order to address the "weaknesses" identified by *The Review Team Report* and to implement its recommendations. Since the Review Team's visit, VWC has undertaken the following specific actions:

Education Personnel

- Hired a full-time administrative assistant for the Education Department (addressing recommendations under Standards 3 and 4, *Report*, pp. 28, 33-34)
- Employed two highly qualified adjunct faculty who add to faculty diversity (responding to a recommendation under Standard 3, *Report*, p. 27)
- Initiated a national search for an additional full-time, tenure-track faculty member, with the expectation of hiring a new faculty member for fall 2010 (following recommendations under Standard 3, *Report*, pp. 25, 28-29)

Administration

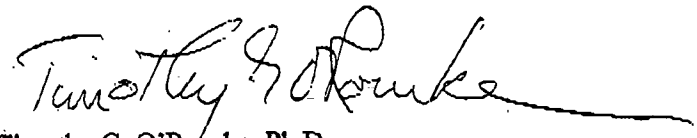
- Adopted and implemented a new admissions policy (responding to recommendations under Standards 2 and 4, *Report*, pp. 19, 24)
- Formally modified the role of the Director of Teacher Education to include evaluation of the Education faculty (implementing a recommendation under Standards 3 and 4, *Report*, pp. 27-29, 34)
- Relocated the office of the Director of Teacher Education to the departmental suite (implementing a recommendation under Standards 3 and 4, *Report*, pp. 28, 34)
- Underwrote the participation of the Director of Teacher Education in the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009 (responding to a concern about training and mentoring of departmental administrators under Standard 3, *Report*, p. 28)

Assessment

- Expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF (addressing a concern about the lack of "data indicating the performance [of faculty] in advising and mentoring" under Standard 3, *Report*, p. 27)
- Created a team to develop an improved plan of program assessment (addressing a concern under Standard 2 that VWC lacks "an overall unit assessment approach," *Report*, p. 19); the team includes the Associate Vice President for Institutional Research and Effectiveness, the Coordinator of Institutional Technology, the Chief Technology Officer, the Vice President for Academic Affairs, and the Director of Teacher Education
- Reviewed, will purchase, will train faculty and students to use, and will implement an e-portfolio software package beginning in the fall 2010 semester (responding to a concern about the "limited number of student-produced projects and papers" under Standard 3, *Report*, p. 21)
- Reviewed, will purchase, and will implement, beginning in summer 2010, an outcomes assessment technology system (in response to a recommendation under Standard 2 for the collection of more systematic "longitudinal data," *Report*, p. 19)

The foregoing summary highlights the very concrete ways in which the College has answered the concerns set out in *The Review Team Report*. That report, I would hasten to add, recognizes much that is praiseworthy in VWC's Education Program. On or before April 1st, VWC will submit to the Advisory Board on Teacher Education and Licensure a more detailed account of the College's vigorous implementation of the Review Team's recommendations. The highly constructive changes that we have made to our program, I am confident, will bring VWC into full compliance with all four standards.

Sincerely yours,



Timothy G. O'Rourke, Ph.D.
Vice President for Academic Affairs
& Kenneth R. Perry Dean of the College
Virginia Wesleyan College
757-455-3210

VIRGINIA DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Virginia Wesleyan College
Norfolk, Virginia
April 26-29, 2009

***Members of the Review Team*:**
Dr. Susan G. Magliaro, Chair
Mr. John Blackwell
Dr. David E. Coffman
Dr. Jacqueline S. Moore
Dr. Lynn H. Wolf

State Representative:
Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: **Virginia Wesleyan College**

Standards **Overall Recommendation:**		**Team Findings**
A. Standard 1	**Program Design.** The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.	**Met**
B. Standard 2	**Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8 VAC 20-542-70 through 8 VAC 20-542-600.	**Met Minimally with Significant Weaknesses**
C. Standard 3	**Faculty in Professional Education Programs.** Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.	**Met Minimally with Significant Weaknesses**
D. Standard 4	**Governance and Capacity.** The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.	**Met**

Overall Recommendation: The recommendation of the Review Team is based on the Virginia Wesleyan College (VWC) teacher education program's progress to address the weaknesses noted in the 2004 Unit Review Team Report of Findings, the information available in the 2009 Institutional Report, and the evidence available during the April 2009 site visit. The Team finds Standard 1 as being "met" at a satisfactory level pending the approval of the Virginia Department of Education program approval matrices. However, Standards 2 and 3 were met minimally with significant weaknesses. Additionally, there were key weaknesses cited in Standards 1, 7, 13, 15, and 19 of the 2004 Unit Review Team Report of Findings that had not been addressed by the 2009 review. Standard 4 was rated as met; however,

weaknesses were noted that relate to Standards 2 and 3, as well as weaknesses noted in the 2004 report. As such, the overall recommendation by the review team is for "accreditation with stipulations." Specific issues are identified in the report along with recommendations to be addressed within the two-year time frame set forth in Section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia.* Moreover, it must be noted that, according to Section 8VAC20-542-20 of the aforesaid *Regulations*, programs that are designated as "accredited with stipulations" are deemed "at risk of becoming low-performing institutions of higher education" by the Virginia Board of Education. The Review Team strongly recommends that VWC address the noted weaknesses as soon as possible but no later than the two-year period required in the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

I. Introduction:

Overview of the College

Virginia Wesleyan College (VWC) was chartered in 1961 as a small, independent, residential, liberal arts college located in Eastern Virginia. In 1966, VWC opened its doors to 75 students. As of the fall 2008 census, almost 1,400 students were enrolled in the college, with a student-faculty ratio of 10.7:1. VWC is guided by the United Methodist heritage and committed to values of citizenship and social responsibility fundamental to a community of scholars. The VWC mission clearly locates the institution within the liberal arts tradition in that the college strives "to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world." As a liberal arts institution, the academic programs encourage and culture independent and creative thinking with the goal of creating leaders, not followers. Even amidst the current economic environment, VWC aspires "to become a Phi Beta Kappa-caliber college."

VWC is located on a 300-acre campus in the heart of the Hampton Roads metropolitan area. VWC is a vibrant and growing institution with new or newly renovated facilities. A key goal for all students is to contribute to the local community in terms of service activities held both on campus and in community facilities. As such, the community views VWC as a valued partner in impacting the quality of life for the region's citizens.

Located in one of the fastest growing areas on the Atlantic coast, VWC faculty and students collaborate primarily with Chesapeake Public Schools, Norfolk Public Schools, and Virginia Beach City Public Schools which serve almost 150,000 students. The diversity within and across these school divisions provides candidates with the opportunity to experience a range of practicum experiences with students of all races and ethnicities, and across the full strata of socio-economic status. According to the 2000 census, specific

demographics of the students enrolled in the service area in percentages[1] are:

School Division	White	African-American	Hispanic /Latino	Native American	Asian	Pacific Islander	Other
Chesapeake Schools	66.9	28.5	2.0	0.4	1.8	.05	2.3
Norfolk Schools	48.4	44.1	3.8	0.5	0.1	1.7	4.2
Virginia Beach Schools	73.0	21.0	5.4	1.0	6.5	0.3	4.9

Professional Education Program at VWC

The professional education program is housed within the Education Department in the Division of Social Sciences. The Education Department's mission aligns with the College's commitment to a liberal arts education. Specifically, the professional education program "is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology." The program prides itself on including early supervised field experiences usually beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program's motto is "Preparing Teachers One by One."

All six education programs leading to licensure are at the undergraduate level, offered on campus, and include:

- Elementary Education preK-6
- Elementary Education preK-6 plus Middle Education 6-8
- Middle Education 6-8
- Special Education General Curriculum K-12
- Secondary Grades 6-12 (Biology, Chemistry, Earth Science, English, History and Social Sciences, Mathematics)
- PreK-12 Endorsements (Visual Arts, Foreign Languages: French, German, and Spanish)

An alternative route to licensure program (Alternative Certification for Teachers – ACT) is offered for the following teaching endorsement areas: Elementary Education preK-6, Secondary Grades 6-12, and Special Education General Curriculum K-12.

[1] Total percentages for each school division exceed 100 percent due to rounding of individual percentages.

The enrollment of the program by endorsement areas is as follows:

Endorsement	Number of Pre-Candidates	Number of Candidates Formally Admitted to a Program	Number of Candidates Currently Student Teaching
Elementary Education preK-6	80	11	11
Elementary Education preK-6 plus Middle Education 6-8	1		
Middle Education 6-8	1		
Special Education General Curriculum K-12	8	1	1
Secondary Grades 6-12:			
Biology			
Chemistry	1		
Earth Science	2		
English	1		
History and Social Sciences	11	1	1
Mathematics	10	1	1
	7	1	1
PreK-12 Endorsements:			
Visual Arts	5		
French	1		
German	1		
Spanish	2		
Alternative Certification for Teachers (ACT) Program			
Elementary Education preK-6	14	4	4
Track 1	9	4	4
Track 2	3	NA	NA
Track 3	2	NA	NA
Special Education General Curriculum K-12			
Track 2	2	NA	NA
Secondary Grades 6-12	46	3	3
Track 1	14	3	3
Track 2	27	NA	NA
Track 3	5	NA	NA
Totals	193	22	22

Coursework is offered primarily in a face-to-face format. Courses offered during the summer have been designed as hybrid courses that include face-to-face meetings, as well as online, Internet-based components. The Department has developed an articulation agreement with Old Dominion University (ODU) which allows VWC students to enter ODU's graduate programs.

Major Program Changes since the March 2004 Visit

- **College Leadership:** Dr. Timothy O'Rourke assumed the deanship of the college two years ago. Since that time major innovations have occurred related to faculty evaluation, especially as it relates to promotion and tenure. Currently, Dean O'Rourke is working with faculty on a new organizational structure, major college-wide curriculum changes, and better articulation of advisors' responsibilities and operational procedures.
- **Department Leadership:** Since the last visit, Dr. Malcolm Lively has been named to the role of the Director of Teacher Education. This represents not only a change in personnel (Dr. Karen Bosch served in the leadership role in 2004), but also in title. The title change was in recognition of the increased number of administrative activities inherent in the current teacher preparation environment, both within the state of Virginia and nationwide. Justification for this change was found both in the Education Department's strategic plan and in the recommendations from the 2004 Unit Review Team Report of Findings. To facilitate the increased workload, the director is also given a two-course release for administrative duties. (The Director teaches a 2/2 load at present.)
- **Faculty and Staff:** Mr. Tom Farley was hired to coordinate the ACT program. Also, a half-time clerical person has been hired to support the program. The clerical role is met by a combination of support from Mrs. Leslie Hines and Mrs. Jane Kiefer, Administrative Assistant to the Social Sciences Division, following the retirement of Mrs. Nancy Callas in 2008.
- **Space:** The majority of the education faculty are co-located in a renovated space on the first floor of Pruden Hall. A classroom was renovated and upgraded with state-of-the-art classroom technology within this area. This space is dedicated for education students and has advanced the program's capacity to ensure that all students can develop the requisite knowledge and skills related to technology integration.
- **Assessments:** The program has developed instruments to collect information regarding employer and graduate satisfaction, as recommended in the 2004 report. Issues related to full-time faculty diversity and qualifications related to the need for faculty to have a terminal degree, as noted in the 2004 report, have not been resolved.
- **Partnerships:** The program is developing new partnerships with local middle and high schools located in high-needs areas. This addresses one of the 2004 reports' weaknesses.

Program Endorsement Area Reviews

Program endorsement area matrices were completed by the VWC Education Department personnel and submitted to the Virginia Department of Education (VDOE) along with the Conditions for Qualifying in fall 2008. The matrices are currently under review by the VDOE.

Supporting Information

Much of the information gathered during the on-site review was found either in the Exhibit Room, or substantiated via conversation with key stakeholders from around the campus and in partnership schools. Appendix A lists the materials in the Exhibit Room that were examined by review team members. Almost all documents were reviewed by one or more team members. Materials not reviewed are noted by an asterisk. Appendix B lists the names and roles of the individuals with whom team members spoke during the visit. The list is aligned with the team's itinerary.

II. Findings for Each Standard:

8VAC20-542-60. Standards for Board of Education approved accreditation process.

A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

1. The program design includes a statement of program philosophy, purposes and goals.

A document containing the VWC Education Department's mission, purposes and goals was made available for review. The mission of the Education Department is "to provide prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality disciplinary preparation in the content area fields and teaching methodology. Features of the program are articulated in the goals for their pre-service students: Early supervised field experiences, expertise in pedagogy, competence in integrating technology in instruction, presentation of a well developed professional portfolio and follow-up of the graduates progress and achievements in the profession." The statements were clearly articulated, to the point, and easily understood. The same statements were found in other documents such as the Department's brochure and the college catalogue.

2. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.

The competencies set forth by the Virginia Board of Education were clearly outlined in matrix charts. Experiences, indicators, and required evidence were recorded for each course of study in the program in the matrix. Matrices were submitted for Professional Studies and Program Status. Competencies to measure the attainment of Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and the Department goals outlined in the Conceptual Framework were submitted. Competencies for instructional strategies were submitted. This chart included an alignment with INTASC Standards, means of assessment, data summaries and use of the data. The competencies and assessments outlined in the charts and matrices are related to the goals outlined in the Conceptual Framework.

3. **The program design includes a knowledge base that reflects current research, best educational practice and the Virginia Standards of Learning.**

According to documents, the purpose of the teacher education program at Virginia Wesleyan College is to teach prospective teachers about teaching and student learning. The current program design is guided by the INTASC standards, the Virginia Standards of Learning (SOL), National Council for Accreditation of Teacher Education (NCATE) Standards, and Charlotte Danielson's publication, Enhancing Professional Practice: a Framework for Teaching. This handbook is used as a reference to best practices. The program design is explained in the Conceptual Framework document. In this document the INTASC standards are discussed. These standards are discussed in direct relationship to the department's five goals. Further, the program has been guided by the department's Long Range Plan for 2004 -2009 and future plans are outlined in the Long Range Plan for 2009-2014. Both of these documents were available for review and enabled the team to examine the direction for growth and change in the unit. Of particular note is that according to the 2009-2014 strategic plan, department faculty will be investigating seeking national accreditation by the Teacher Education Accreditation Council (TEAC).

4. **The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.**

Through interviews with faculty and a review of documents, it is concluded that there is support and collaboration between the liberal arts and sciences faculty and the professional education faculty. The liberal arts and sciences faculty address subject matter knowledge required for the SOL and Praxis I and II assessments in their courses and programs. General Education and content courses are integrated in the professional education program through the Teacher Advisory Committee which consists of faculty from the content areas; the establishment of the Prescribed Interdivisional Major (PIDM) for elementary, middle, and special education students, led by Dr. Deborah Otis, Professor of Chemistry and Director of PIDM; PIDM advising by faculty outside the Education Department; co-advising by content and education faculty

for secondary and K-12 students; and co-supervising of secondary student teachers by content and professional education faculty.

Advising check lists and program endorsement area matrices were presented as evidence of collaborative planning with content area teachers. Additionally, the Teacher Education Advisory Committee was constituted in 1999 as a standing committee for the purpose of ensuring coordination of the teacher preparation programs with other academic departments of VWC. Members of this board were interviewed by a member of the on-site review team on April 28, 2009. They reported satisfaction with VWC's teacher education program and opportunities for input regarding the program. To further document collaboration, during interviews, professors from the Liberal Arts program recounted collaborations that took place during Faculty Development Meetings. They described the planning sessions held to complete competency paperwork for the VDOE matrices. It is clear that the liberal arts professors have had input or initiated projects such as the e-Portfolios, Community in the Classroom, and the College's Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP), an Active Learning Initiative. Further, content area teachers give support to students in preparation for SOL and Praxis assessments.

5. **The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in preK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences. Indicators of the achievement of this standard shall include the following:**

   a. **The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.**

      This standard has been met as evidenced by the VDOE matrices, the syllabi, and course outlines presented for review. Also, students seeking endorsement in elementary education preK-6 must complete a rigorous program of study that includes a General Studies sequence; Frames of Reference sequence, professional education courses, and PIDM. Students seeking licensure in secondary education or alternative licensure (i.e., the Alternative Certification for Teachers program) have similar curricula. These programs are outlined in the advising sheets presented for review. Students must attain 120-125 credit hours. A review of syllabi reveals that course content supports the goals, objectives and competencies outlined in the VDOE matrix, VWC's Department of Education Conceptual Framework and INTASC Standards.

   b. **The professional education program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.**

Several assessment tools were presented: Exit Survey results, Employer Satisfaction Survey, Graduates Survey, the Virginia Communication and Literacy Assessment (VCLA), the Virginia Reading Assessment (VRA), Praxis I and Praxis II assessments, the Summative Evaluations of Pre-Service Teachers, and the Assessment of Professional Knowledge.

c. **The professional education program provides evidence that candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.**

Results of these various assessments indicate students' mastery of knowledge, skills, and dispositions identified in the program framework. In 2007-2008, 100 percent of students (22) tested passed the VCLA test. One hundred percent of the students tested (16) passed the VRA. Seventy-two percent of employers ranked graduates from VWC's teacher education program as "A" performers on the Employer Satisfaction Survey. Only 2.3 percent said the graduates were "F" performers. In the Graduate Survey, the overall effectiveness of the VWC Professional Education Program was rated very effective by 65 percent of survey respondents. Finally, the Summative Evaluation for Pre-Service Teachers administered in September 2008, used to evaluate student teachers' performance, showed that 90 percent of the candidates are meeting or exceeding the criteria established for successful student teaching. Clearly, the department is assessing student performance and the department's performance. The data indicate the candidates have achieved the knowledge, skills, and dispositions identified in the program's Conceptual Framework.

6. **The professional education program shall have multiple well-planned, sequenced, and integrated field experiences that include observations, practica, student teaching, internships, and other opportunities to interact with students and the school environment. Indicators of the achievement of this standard shall include the following:**

a. **Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.**

Opportunities to create meaningful experiences with a variety of students and to practice in settings with students of diverse backgrounds are provided for pre-service teachers through the VWC program. Three distinct field experiences are scheduled for each candidate between three city school divisions: Norfolk, Virginia Beach, and Chesapeake. These cities are very diverse by socioeconomic status (SES) and racial makeup. Between the three cities students may receive inner city as well as rural experience. Fact sheets describing the three school divisions were presented for review. Placing students in the three divisions assures pre-service students opportunities to experience diversity.

Two practica are required for each program: two early supervised field experiences and student teaching. Student teaching consists of two placements. Placements are made at several grade levels. Elementary placements are made at both the primary and upper elementary levels. Secondary student teaching placements are made at both the middle and high school levels. Students in the Alternative Certification for Teachers program also are placed at two levels. This topic was addressed during interviews with student teachers, the Director of Field Experiences at VWC, and the principal at Shelton Park Elementary School where students are very often assigned for the Practicum in Reading.

b. Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.

A review of students' Student Teaching Portfolio and lesson plans demonstrate students' knowledge and skill in meeting the program goals and INTASC standards as outlined in the Conceptual Framework. Specifically, evidence in the portfolio addresses the following teaching activities: executing best practices for instruction, planning for effective classroom management, use of assessment tools, analysis of data, and lesson planning guided by assessment results.

c. Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.

Student teaching and other field experiences include a minimum of 300 clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. In addition to interview discussion to document field placement in diverse settings, field placement charts were presented for review. These charts indicated city, grade, and duration of placement for student teachers and city, grade and hours for practicum. Also, the Student Teacher Orientation folder presented to pre-service teachers preparing for student teaching states the number of hours required. VWC does not have a program in administration and supervision.

d. Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.

A review of the Mid-term Reflection document and the Summative Evaluation for pre-service teachers reveals expectations and standards to be

attained for student teachers at VWC. In addition, candidates who are currently student teaching engage in reflection and self-evaluation interview discussions with the Director of Field Experiences. These discussions focus on what the candidates had done well, what they learned, and what they would have liked to have learned before the experience. Their comments demonstrate a high level of preparedness for entry into the profession.

e. **Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.**

Formative Mid-term Reflection and Summative Evaluation are the two assessment instruments used to evaluate student teachers. These forms are completed by cooperating teachers, college supervisors, and school administrators.

7. **Professional education faculty collaborate with arts and sciences faculty, school personnel, and other members of the professional community to design, deliver, assess, and renew programs for the preparation and continuing development of school personnel and to improve the quality of education in preK-12 schools. Indicators of the achievement of this standard shall include the following:**

a. **Professional education faculty collaborates with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.**

The Community Education Advisory Committee (CEAC) was established for the purpose of inviting local teacher practitioners, administrators, and other education stakeholders to collaborate with the professional education faculty and education supervisors in the evaluation of existing programs and to provide opportunities for discussion of key education issues that impact both practitioners and teacher candidates. The most recent meeting of the CEAC provided an open forum for education faculty to discuss with administrators from Virginia Beach and Chesapeake schools the impact of the current economic downturn on the hiring of new teachers.

Two e-mails were submitted as exhibits to support collaboration. A March 2009 e-mail invited CEAC members to participate in an open forum to discuss "New Teachers Entering a Difficult Job Market." A March 3, 2009, e-mail was written to confirm availability of a CEAC member to complete observations for a pre-service teacher. Notes and handouts from the meeting also were submitted as support documentation.

b. **Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools and school divisions**

to design and evaluate programs, teaching methods, field experiences, and other activities.

The teacher education program has had a long-term partnership with Shelton Park Elementary School where students are often assigned for the Practicum in Reading. More information partnerships exist between the three school divisions listed in Item **6.a**. In the discussion with the administrators from the partner school divisions, the participants supported the development of a "memorandum of understanding" and partnership activity evaluation process in order to be able to clarify communication and provide data for continuous improvement of the partnerships.

That being said, one particular partnership is moving toward a quasi-formalization. As part of the VWC Long Range Plan, the VWC Department of Teacher Education has partnered with Bayside Middle and Bayside High schools in Virginia Beach. This venture has led to agreements to provide education majors as tutors for the middle school students, student teaching placement, and content area professors teaching subject, especially science, at the high school. The high school students will visit VWC campus and use the resources available such as the Bee Keeping program. Notes of these planning sessions were presented for review.

c. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.

VWC students are placed in Chesapeake, Norfolk, or Virginia Beach public schools for their field experiences through informal partnership agreements. Chesapeake public school division has agreed to give first preference in hiring to VWC's pre-service teachers. This ongoing policy was discussed during the April 28, 2009, interview and stated by the Chesapeake school division representative as a testament of the satisfaction of the caliber of pre-service teachers at VWC.

d. Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.

Professional education faculty, along with faculty from across VWC, work in partnership with the local public schools and community to ensure curricular relevance, conduct special projects, and improve education for preK-12 students. The activities are reciprocal with VWC faculty working with public school personnel on mutually designed projects. Content professors give demonstration lessons in the public schools on a frequent basis. For example, a professor from the English Department regularly visits the schools to demonstrate children literature lessons in classrooms.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: **Met**

Weaknesses: N/A

Comments and Recommendations:

- Overall, the information and evidence indicate that Standard 1 has been met fully, and the VWC program provides a high quality learning experience for its students. VWC should aim to have photos in brochures and other published material depict the diverse student body currently on the campus.
- The variety and specific features of each field experience are commendable in that they provide candidates with a range of experiences with diverse cultures.
- Assessments are appropriate and provide data that can be used to improve the program design as evidenced by the Long Range Plan.
- In order to better articulate school partnerships, written agreements (e.g., memoranda of understanding) with built-in evaluation plans should be developed with school partners.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600.

1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and preK-12 student achievement.

VWC is a liberal arts institution that adheres to its mission of preparing students "….To meet the challenges of life and career in a complex and rapidly changing world." All students at the college must take a selection of courses from the General Studies curriculum. These courses include English, mathematics, social sciences, foreign language, and laboratory science, as well as a requirement of six Writing Intensive courses. Additional General Studies courses are built around six major themes: Aesthetic Understanding, Communication, Empirical Knowledge, Historical Perspectives, Institutional and Cultural Systems, and Ethical Values and Faith Perspectives. This thematic design provides integration across curricula.

Each endorsement area has aligned its courses with the approved program matrices from the Virginia Department of Education. Candidates seeking an endorsement in elementary education and special education majors are enrolled in the Prescribed Interdivisional Major. This major has been developed to meet all of the content requirements for the elementary, middle and special education

endorsement programs. Candidates seeking an endorsement in middle education take additional content coursework from the major area in which they wish to teach. This is accomplished through the flexibility of the PIDM major. The VWC Education Department offers content-specific endorsement programs in: visual arts, biology, chemistry, Earth science, English, French, German, Spanish, mathematics, history and the social sciences. Candidates in these programs take coursework that prepares them to teach the Virginia Standards of Learning. The Education Department completes the required curricular requirements by providing the professional knowledge base that enables the candidates to be proficient in teaching their discipline. Degree audits conducted by faculty advisors verify that all requirements are met prior to graduation and program completion.

a. **Candidates demonstrate that they have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas**.

   Candidates must complete six writing intensive courses in addition to the two required General Studies English courses. The professional education program has identified a course, INST 482: Issues in Education that serves as one of the writing intensive courses recommended for its candidates. Candidates in this course are required to complete an action research project that requires a written and oral presentation as a part of the College's Oral Communications Proficiency assessment for all graduates. In the field, during student teaching and field practica, candidates have been rated highly by field supervisors and cooperating teachers. During interviews with graduates, student teachers, and candidates, all demonstrated a solid command in the use of the English language and expressed confidence in their command of content knowledge in this area.

b. **Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.**

   Candidates take coursework in mathematics which includes College Algebra (Mathematics 104 and Mathematics 105), Statistics (Mathematics 106), and Geometry (Mathematics 225). Review of Praxis I and Praxis II results indicate that candidates have the ability to problem solve and reason mathematically. To further demonstrate their ability to make mathematical connections, the candidates must use statistical analysis during the INST 482: Issues in Education course and during student teaching. Feedback from cooperating teacher evaluations and site supervisor evaluations indicate that candidates have command of their content knowledge.

c. **Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to**

communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.

Candidates complete coursework from the General Studies in the sciences to foster scientific inquiry. Candidates take science courses in biology, physical science, and environmental science imbedded in the PIDM curriculum. Candidates in the PIDM and secondary majors take sufficient coursework in science and technology to make informed decisions to investigate phenomena.

d. **Candidates demonstrate that they know and understand our national heritage; and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes.**

The General Studies curriculum provides candidates the background knowledge to understand our national heritage and have sufficient knowledge of American and World History. This is ensured through the Historical Framework requirement of the General Studies curriculum. Candidates complete 21 hours of coursework in history and social sciences.

e. **Candidates demonstrate that they have supporting knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education**.

True to VWC's commitment to the liberal arts, teacher education candidates take courses from the General Studies Frames of Reference, which includes courses in fine arts, communications, literature, foreign language, health, psychology and philosophy. VWC has a strong commitment to communications and foreign language as evidenced in their General Studies requirements.

f. **Candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education.**

Candidates are required to take and pass all assessments prescribed by the Virginia Board of Education. Results from the 2006-07 Praxis and 2007-08 Title II Higher Education Act (HEA) reports indicate all candidates are passing Praxis I and the VCLA. The 2006-07 and 2007-08 Title II HEA reports indicate that 100 percent of the program completers are passing the VCLA. Additional assistance is provided to candidates to help them pass the assessments. The College recently purchased Learning Express to assist all college candidates in preparing for Praxis and other assessments.

g. **Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.**

Candidates have demonstrated proficient content knowledge necessary to pass the content and licensure assessments prescribed by the Virginia Board of Education. Results reported on the 2006-07 and 2007-08 Title II Report indicate a one hundred percent passage rate for all program completers. Documentation supplied by the professional education program indicates that any candidates not successful on the required Praxis II assessments are required to create a Praxis Assistance Plan with a faculty member to review prior to the next administration of the assessment.

2. **Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to work with a variety of students, including those from diverse backgrounds, and to have a positive effect on student learning. Indicators of the achievement of this standard shall include the following:**

a. **Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.**

Multiple methods are used to ensure candidates have appropriate knowledge and skills to be effective in the classroom. Professional Studies and major field courses provide the knowledge to candidates. EDUC 225: Characteristics of the Learner provides the conceptual knowledge to effectively handle the physical, neurological, social, emotional, intellectual and cognitive development of children and youth. Content from this course is integrated and reinforced in other professional studies methods courses. The knowledge, skills and dispositions taught in EDUC 366: Classroom Management and Teaching Strategies are refined during the practicum experiences. These skills are validated during the field-site supervisors' observation reports, Education Practicum Evaluation Form evaluation, INST 482: Senior Integrative Experience and ultimately during the student teaching experience.

Results collected by the professional education program from their Summative Evaluation of Pre-Service Teaching form validate candidates' ability to have a positive impact on the classroom. Over 90 percent of the candidates in 2007-08 met or exceeded the criteria for working with diverse candidates. The ability to teach reading is evidenced by the completion of two reading courses (EDUC 320: Teaching of Reading Language Arts and EDUC 321: Diagnostic Teaching of Reading) and passage of the VRA. The interdisciplinary nature of the General Studies provides the background knowledge needed to complete the online Child Abuse and Neglect service

module required by the Virginia Department of Education. This module is required and completed in SPED 371: Foundations/Legal Issues in Special Education or in the student teaching seminar. The Virginia Technology Standards are taught in the INST 303: Applied Technology for Innovative Teaching course. The Summative Evaluation of Pre-service Teachers assessment rated candidates highly for their use of technology; an aggregated score of ninety-one percent was reported for the 2007-08 academic year.

b. Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom and behavior management, selection and use of teaching materials and evaluation of student performance.

The ability to teach reading is evidenced by the completion of two reading courses (EDUC 320: Teaching of Reading/Language Arts and EDUC 321: Diagnostic Teaching of Reading) and passage of the VRA which validates the acquisition of skills by the candidates. Behavior management skills are taught in EDUC 366: Classroom Management and Teaching Strategies. Student teachers also were rated highly on their ability to manage the classroom environment.

c. Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance.

All candidates must demonstrate that they have a positive impact on student learning during their practica and student teaching experiences. Data are collected through candidate journals and cooperating teacher observational feedback. These data are summarized in student teacher portfolios and Pre-service Teacher Formative and Summative Evaluations.

d. Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.

The faculty and candidates at VWC are most proud of the new technology they have been able to acquire in the last year. The professional education program has installed a SmartBoard in the dedicated classroom located in Pruden Hall. This classroom is shared by all professional education faculty and allows them to teach and model technology use for their students. Candidates also take INST 303: Applied Technology for Innovative Teaching. This course requires the candidates to integrate technology into lesson plans that are later applied during field experiences. The professional education program has developed an Instructional Technology Competency Rubric (ITCR) to validate candidate proficiency with technology. INST 303 also allows candidates to meet the Technology Standards for Instructional Personnel (TSIP). Feedback from the Employer Satisfaction Survey (ESS)

and the Summative Evaluation for Pre-service Teachers confirms candidates' ability to use technology.

e. **Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.**

Candidates learn to analyze and use data for assessment and student learning in multiple courses at VWC. These skills are demonstrated during the INST 482: Senior Integrative Experience and during student teaching. Candidates in INST 482 are required to complete an action research project that requires them to collect and present the finding they have discovered in their research. Candidates further demonstrate the ability to use data during student teaching. Feedback from cooperating teachers on the Summative Evaluation of Pre-service Teachers indicated candidate use of data as 63 percent met the standard and 31.7 percent exceeded the standard for a total of 94.7 percent of candidates demonstrating the ability to use data to inform their instruction.

3. **Candidates in graduate programs for other school personnel demonstrate competencies for educational leadership roles as school superintendents, principals and/or assistant principals, central office administrators and supervisors, school counselors, reading specialists, mathematics specialists, or school psychologists. They demonstrate the knowledge and understanding to lead schools that use effective educational processes, achieve increased student learning, and make strong and positive connections to the community.**

N/A – VWC does not offer graduate programs for other school personnel at this time.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met Minimally with Significant Weaknesses

Weaknesses:

While candidates ultimately demonstrate competent performance, three issues emerged during the on-site review that made the evaluation of this standard problematic in terms of professional education program accreditation: lack of an overall unit assessment approach or plan, the lack of longitudinal data, and the fact that candidates proceed far into the program before formal admittance. To be more specific, a clear professional education program assessment plan with candidate benchmarks that would enable a systematic approach to evaluating the overall assessment of candidate performance was not evident. The lack of longitudinal data makes it difficult to validate candidate performance and productivity from the last accreditation cycle. And, the current method used for admission to the teacher education program revealed that candidates are allowed to take courses well into the major before being formally accepted into the teacher education program. Reports provided to the review team show a large number of candidates in the PIDM major; but, candidates are not admitted into the teacher education program until the semester before

student teaching. Moreover, it was very difficult to ascertain how many students were actually in the education program as the numbers differed across both internal and external reports. During the interviews with the candidates, the students voiced a concern about "identity" in terms of when they truly become candidates in the program. An analysis of the scores of the required standardized assessments revealed, in some cases, no clear set of benchmarks for passing until entrance into the formal student teaching experience.

Comments and Recommendations:

- A major strength of the professional education program is the commitment to the candidates. During interviews with graduates, student teachers and candidates, the overarching message was how dedicated the faculty are to ensuring candidates become competent teachers. The individualized attention that each candidate receives truly does underscore the program's mission to prepare teachers "one by one."
- Development of an overall program assessment plan is recommended in order to more systematically evaluate candidates and overall program quality. This would provide the basis for a longitudinal analysis of program effectiveness and continuous progress.
- The department needs to more clearly articulate the point of entry into the education program, with clear benchmarks for areas such as matriculation, deadlines for admission, and standardized testing.

C. Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.

1. The full-time and part-time professional education faculty, including school faculty, adjunct faculty and others, represent diverse backgrounds, are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.

Three of the four full-time faculty members hold terminal degrees. The fourth faculty member holds a master's degree with 30 hours toward a doctorate. This faculty member has taught courses in preK-6 at the college level for over 24 years and has many experiences relative to the field of elementary and early childhood, providing the necessary exceptional experience in the field. The Director of Field Experiences has a master's degree in administration and supervision, a preK-6 teaching license and 8 years of teaching experience at the elementary level. The diversity in this group is limited. All are Caucasian with four females and one male.

A number of other professionals support program delivery on a part-time basis. Some of these individuals hold terminal degrees, with all having achieved the master's degree. All are qualified for their roles vis-à-vis their experience in the field and/or post-graduate work. Again, diversity of this group of faculty is limited.

b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.

According to evidence gathered through interviews with the Dean of the College, the social sciences Division Chair, adjunct faculty, supervisors of field experiences, partnership representatives, the education faculty, and candidates are competent in their fields of specialization. Additional information was found in the faculty vitae, the well-designed and standards-based syllabi created by this group, and by the caliber of the students graduating from the Virginia Wesleyan teacher education program. Comments from many of those interviewed and from discussions with the students themselves clearly indicated the level of excellence the faculty possess.

c. Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.

A review of education course syllabi indicates appropriate and frequent use of technology, not only in the teaching of the courses but in what is expected from students in their use of computers and other technology. The faculty and students have had training through the Education Department's technology professor, Dr. Pati Terry, and by their Director of Field Experiences, Mrs. Stacey Wollerton. In the spring of 2008, Virginia Wesleyan added a dedicated technology classroom for the Education Department in Pruden Hall that included a new SmartBoard and Senteo student response devices.

Other evidence of technology use and instruction was found in student assignments and experiences with PowerPoint presentations, effective and creative use of the overhead projector, computers in general for many activities, and the incorporation of a number of course-related DVDs and videotapes.

d. Professional education faculty demonstrate understanding of Virginia's Standards of Learning.

Course syllabi for education students indicate that the Virginia Standards of Learning (SOL) are adequately addressed. These syllabi are currently under review with the Virginia Department of Education to determine if the required competencies are being taught. In some cases, a reference to the inclusion of the SOL was present in course description, but in the body of the syllabus, it was not always clear as to how this would occur. There were a very limited number of student-produced projects and papers (e.g., units of instruction,

research papers, portfolios, and other projects) to show how students are applying their knowledge of the standards. However, candidate interviews with selected students gave very clear evidence that the importance of SOL was stressed and required in all courses, student lesson plans, student units of instruction and other projects.

e. Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.

Interviews with candidates, information from exit surveys, and student evaluations of faculty, along with the variety of ways in which course information is presented to and then applied by students appear to indicate that the faculty have an understanding of cultural differences and exceptionalities. Students articulated their thorough preparation through their coursework to work with diverse populations and their many opportunities to apply this knowledge in their fieldwork. In addition, a statement concerning accommodations for students with special needs is present in all syllabi giving assurance that students are taught in a differentiated manner. Interaction seen between faculty members and students who are culturally different from them appeared to be very warm and genuine, another indicator of faculty understanding and celebration of student differences.

f. Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.

The majority of field experiences at VWC are supervised by a group of 20 adjunct faculty. There was mixed acceptance of this supervision from the candidates interviewed. Some felt that they would rather have the full-time faculty provide supervision since students know them and have a closer relationship with them. Others seemed to appreciate the diversity of expertise offered through a variety of adjunct supervisors. The reality of the situation at VWC, however, does not allow for the full-time faculty to be more involved in field experiences because of heavy on-campus course loads and other responsibilities. Dr. Karen Bosch supervises EDUC 367: Classroom Management Practicum and Dr. Jayne Sullivan has supervised EDUC 330: Elementary Practicum.

Interviews with some of the adjunct supervisors and a careful review of all adjunct supervisor experience and expertise showed that this is a group of quality individuals who are competent and effective in mentoring and guiding candidates. They also appear to have the skills to work well with cooperating teachers and administrators in the various school divisions, and experience in the grade levels that they supervise.

g. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in preK-12 schools.

Faculty vitae and interviews indicate a wide variety of activities concerned with the professional world of practice and the design and delivery of instructional programs in preK-12 schools. Each of the four full-time faculty members is appropriately involved in the schools through partnerships, projects and advisory boards. They actively participate on the Region 2 Staff Development Council, provide workshops for first-year teachers in the Norfolk Public Schools, serve as members of this division's Guiding Coalition, and perform volunteer work in the Virginia Beach City Public Schools. All members are active in their new Bayside area partnership in which they are providing assistance to a challenged local middle and high school. Many other examples of active preK-12 school involvement also were found.

h. Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

The full-time faculty is very heavily involved in numerous key professional organizations that are closely related to their fields of instruction and study. Some examples of this involvement include presentations at the local, regional, and national levels on topics related to their fields: classroom management, religion in the classroom, new-teacher mentoring, and others. They also serve on and are officers in numerous advisory boards and organizations such as the Advisory Board for Early Childhood Programs at Tidewater Community College, the Guiding Coalition for Norfolk Schools, Association for Teacher Educators (ATE), Virginia Association for Colleges of Teacher Education (VACTE), National and Virginia Association for the Education of Young Children, International Reading Association, Council for Exceptional Children, and the Association for Supervision and Curriculum Development.

2. Teaching in the professional education program is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice. Indicators of the achievement of this standard shall include the following:

a. Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.

A review of course syllabi, student work, discussions with faculty and students, and the expertise and experiences noted in faculty vitae give evidence of an appropriate use and understanding of instructional teaching methods. It appears that faculty understand and model these approaches in their classes and then require students to learn and apply them in their own work, both in class and in the field. Some of the theories and methodology seen emphasized in various courses include those of Piaget, Marzano, Gardner, Hunter, Bloom, and Jensen for learning theory; and Kagan, Glasser, Kounin, Canter, Jones, Stahl, Stanovich, and McKenna for classroom management and reading.

b. The teaching of professional education faculty encourages candidates to reflect, think critically and solve problems.

Review of the syllabi and interviews with full-time and adjunct faculty and students document that the methodology and learning theories discussed in **2-a** are used in the instruction of many of the VWC education classes. As a result, candidates are often systematically required to reflect, think critically, and solve problems. Some of the specific ways that were mentioned for achieving this were the ending of each class with a feedback card for reflecting and for letting the instructor know that more clarification was needed for some of the information covered; the use of real-life problems to be solved in class, either individually or in groups; the use of constant interaction between student and instructor during the class; employment of a constructivist approach to force students to use prior knowledge and then formulate their own understanding of what is being taught; and finally, a consistent modeling of all these strategies so that students will be able to see how to implement these methods in their own classrooms after they graduate.

c. The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities.

See section **1-e** for indicators to address this standard.

d. The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.

Student course evaluations are completed each semester for all VWC faculty. These are sent to the Vice-President for Academic Affairs for use in determining the faculty effectiveness, promotion, and salary. Within two weeks of the end of the semester, these evaluations, along with student comments, are shared with the faculty member, providing information for improving the courses being taught. This feedback also is used by faculty to reflect on goals set for the previous year and then to set new goals for the upcoming year. According to interview information from administrators, education faculty rate highly on these evaluations and seek to continuously improve the quality of their teaching. Examination of faculty evaluations was not possible due to privacy issues.

3. The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution or other education program entity and allows professional education faculty to be involved effectively in teaching, scholarship, and service. Indicators of the achievement of this standard shall include the following:

a. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship,

and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

Faculty members are required to report annually through the use of a Professional Activities Form their workloads and their related involvement in scholarship and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work and other internal activities. According to the information found on these forms and discussions with the faculty, the workloads for all full-time faculty are high, even with a reduction in teaching loads from 4/4 to 4/3 implemented after the last VDOE review in 2004. Advising loads of 40-50 students and many outside department-related activities in addition to the teaching and committee work appears to exceed the normal limit to ensure effective functioning of the department.

For example, the Director of Teacher Education/Education Department Coordinator is currently granted only a 2/3-course release from teaching. Teaching a two-course load per semester represents a one course per semester reduction since the 2004 review. This does not leave sufficient time to perform the extensive administrative duties that were highlighted in the 2004 report findings.

b. Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.

The Dean makes decisions regarding teaching loads, including overloads and off-campus teaching. As reported by the Director of Teacher Education, these decisions are mutually agreed upon. However, with only four full-time faculty available to divide the amount of work required to run the department, it is recommended that another full-time faculty member be hired to share the load.

c. Recruitment and retention policies for professional education faculty include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty. The plan is evaluated annually for its effectiveness in meeting recruitment goals.

According to the Dean, there is a plan for hiring and retaining qualified and diverse faculty. However, because of budget constraints at this time, the Education Department is currently third in line behind two other departments to hire an additional member. Since the Education Department is one of the largest on campus for number of students, it would be hoped that this could be taken into consideration in the hiring of new faculty at VWC.

VWC and the Dean are to be commended on their recently revised tenure plan, which more clearly articulates benchmarks, timelines, and expectations.

The committee felt that this new plan will have a positive impact on both faculty recruitment and retention.

4. **The professional education program ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty. Indicators of the achievement of this standard shall include the following:**

   a. **Policies and practices encourage professional education faculty to be continuous learners.**

      According to information found on pages IV-1 through IV-6 of the Virginia Wesleyan College Faculty Handbook, there are a number of policies and practices in place that serve to encourage professional faculty to be continuous learners. Scholarly endeavors and research are promoted along with participation in professional development activities, membership in professional organizations related to their disciplines, conference participation and attendance, and leaves of absence and sabbatical leaves to support academic study, research or travel. VWC reserves two one-hour periods during the week that faculty can meet. This practice was used to advance the SACS QEP project that encouraged all faculty to use active learning pedagogies and focused on how to bring community into the classroom. This practice exemplifies the "whole-campus" approach that is characteristic of the culture of continuous learning.

   b. **Support is provided for professional education faculty and others who may contribute to professional education programs to be regularly involved in professional development activities.**

      Page IV-4 of the VWC Faculty Handbook specifies the monetary support for various faculty development activities and professional membership reimbursement. It also gives the application guidelines for leaves of absence and sabbatical leave. However, even though the amount per faculty member travel and conference attendance was increased from $250 to $350, it was discussed during the interview with the Dean that this amount is still not substantial enough to support the activities usually expected of education department faculty who wish to practice continuous improvement. The Dean agreed that additional funds should be made available.

   c. **Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice.**

      See section **1-h** for indicators to address this standard.

   d. **Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service.**

      Page IV-4 of the Virginia Wesleyan College Faculty Handbook outlines the requirements for the regular evaluation of faculty with its three main categories

of effectiveness in teaching, professional vitality, and service. In order to systematically assess these areas, each faculty member must complete an annual Professional Activities Form to be submitted to the Academic Dean. In addition, the faculty also are evaluated by their Division Chair according to four areas: teaching, scholarship, service, and advising. These evaluations are used for faculty improvement and also for decisions on tenure, promotion, and post-tenure review.

Evidence already has been indicated for each of the full-time faculty members in all of these areas with the exception of advising. A document dated October 3, 2008, provides the guidelines to be used for evaluating, advising, and mentoring. A list of eight categories to be considered in this process is included. However, data indicating the performance in advising and mentoring of the education faculty were not provided.

e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.

Interviews with the faculty, the Dean, and the Division Chair confirmed that the evaluation process outlined in the faculty handbook was being used as stated. Because of confidentiality issues, there was a reluctance to share these evaluations and the committee did not wish to violate the privacy policy. It was verbally reported, however, that the majority of the evaluations were positive. Another issue emerged related to faculty evaluation. As noted in the 2004 site visit, the Department Director (then coordinator) is not a participant in the faculty evaluation process. As such the Director does not have formal knowledge of faculty members' productivity or needs. Individual faculty members meet with the division chair; no formal information is shared with the Director that might be of help for faculty support and professional development.

Recommendation for Standard 3: **Met Minimally with Significant Weaknesses**

Weaknesses:

In the 2004 Unit Review Team Report of Findings, three weaknesses were cited in regards to the professional education program faculty: lack of diversity, the coordinator/director's heavy teaching load, and the coordinator/director's involvement with or knowledge of education faculty evaluation. These situations continue to exist and need attention.

Comments and Recommendations:

- The continued lack of diversity in both the full-time and adjunct faculty is an issue that should be rectified, if at all possible, when new faculty members are considered, especially with the growing number of multicultural students at VWC. While the current economic situation may preclude the hiring of full-time faculty, progress can be made in terms of employing a diverse pool of faculty in part-time or adjunct status.

- The roles and responsibilities of the Director continue to expand. As such, the Director's teaching load should be reduced to ensure smooth program operation. Relocation of the Director to co-locate with other program faculty and administrative staff also would facilitate program operation.

- As the complexity of administration of education programs continues to escalate, it is strongly recommended that training and mentoring be provided to those faculty members who will assume leadership roles in the Education Department.

- The continued concern is that although faculty members see and discuss their own evaluations with the Division Chair, the Director of Teacher Education/Department Coordinator does not have access to the evaluations and goals of the members of the department. Management of the program and improvement of instruction are two major components of the Director of Teacher Education/Department Coordinator's responsibilities. It would therefore be useful if he could discuss evaluations and goals with the members of the department to allow for commendation and celebration of the positive aspects and to make suggestions for areas in need of improvement.

D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs. Indicators of the achievement of this standard shall include the following:

a. The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.

The VWC president has issued an official letter stating that the Director of Teacher Education/Coordinator of the Education Department has responsibility for the teacher preparation program and is Wesleyan's agent for confirming that students enrolled in the program have fulfilled all Virginia Department of Education requirements for licensure. In other documents reviewed, the Director is also responsible for the recruitment of pre-service teacher education candidates, curriculum decisions, facilitating departmental teaching schedules, instructional budgets, supervision and evaluation of faculty members, program reviews, requests for new faculty positions, departmental assessments, and the allocation of resources for activities in the professional education program. However, from evidence reviewed, decisions involving the areas of faculty selection, tenure, promotion, and retention are made by the Division Chair, the Vice-President for Academic Affairs, and the President. From conversations with several

individuals, the Director may not even be asked for a letter of evaluation concerning an Education Department faculty member at the various levels of review for tenure and promotion even though this person should have the most pertinent knowledge regarding the performance of the full-time education faculty. In a document reviewed concerning the job description of the Coordinator (now Director) of the Education Department, it was noted that the description has been in a revision process since February 16, 2001. There is evidence in the various VWC organizational charts that the Coordinator of the Education Department reports to the Social Sciences Division Chair. In an interview with the current Vice-President for Academic Affairs, it was stated that the division chairs have been given greater authority over the coordinators and programs within their respective divisions. To give stability and vitality to the teacher education program, the Director should be formally involved in the evaluation of education faculty.

Related to governance in support of the curriculum, the education faculty have developed a close working relationship with the general education faculty resulting in a shared support of such needs as changes in course content to meet revised standards and an awareness of the expectations schools have for new teachers, including Virginia Standards of Learning. Content area faculty willingly provide observations of student teachers, another indication of a cooperative working relationship. Adjunct faculty are allowed to have active participation in departmental planning because VWC has made a concerted effort to integrate them into the general faculty. As a result, adjuncts reported they feel that they are an essential part of the VWC as a whole.

b. The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.

From evidence reviewed, the professional education program had a 2004-2009 Long Range Plan that has been completed with the exception of the establishment of several partnerships. The 2009-2014 Long Range Plan is divided into five goal areas with a total of 19 goals:

1) Enhance the curricular framework—VWC's curriculum reform;
2) Secure and provide resources appropriate for size of department;
3) Develop and expand partnerships with community schools;
4) Identify, attract, and retain students at a level appropriate for available resources and staffing; and
5) Secure and provide support and funding for professional development opportunities for education faculty, staff, and candidates.

Each of these areas has a projected target completion date with a faculty member assigned as the facilitator. The target dates are spread throughout the five-year period, which ensures that the program is monitored on a regular basis to maintain its vitality. This plan will help the professional

education program utilize its physical facilities to the utmost. The move to Pruden Hall has given identity to the program with offices of two of the four full-time faculty members and the Director of Field Experiences located there. The education students working towards licensure indicated that they "now have an identity and a place to call home for their program."

c. **Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policymaking and advisory bodies that organize and coordinate programs of the professional education program.**

In reviewing the minutes of the Education Department meetings, the minutes of meetings of the Teacher Advisory Committee, and the minutes of the Community Education Advisory Committee, it is evident that there are concerted efforts to involve many different constituencies (VWC faculty, partnering schools, adjunct faculty, and other members of the professional communities) in both policymaking and advisory bodies. These constituencies have met in their respective committees and provided excellent advice and guidance to the professional education program.

d. **Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.**

In statements published in the VWC catalogue, the Faculty Handbook, and the official College Web site, it is evident that VWC has policies and practices that are nondiscriminatory and guarantee due process to all staff and faculty. Since the professional education program falls under the auspices of the College, these same policies and practices also are guaranteed to pre-service candidates in the education program.

2. **The professional education program has adequate resources to offer quality programs that reflect the mission of the professional education program and support teaching and scholarship by faculty and candidates. Indicators of achievement of this standard shall include the following:**

a. **The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.**

Included on a list of education faculty and supervisors available for review were four full-time faculty, one Director of Field Experiences, 11 adjuncts, and seven supervisors. On a list of education candidates/graduates given for review, there were 140 names with only seven indicated as being admitted to the professional education program. However, there are 22 students completing their student teaching. If the admission policy states that a student must be admitted to the Education Department before student

teaching, there should only be seven students completing their student teaching. Across census documents, the numbers of students in the education program varied widely and created a great deal of confusion in terms of the team's capability to evaluate program activity and quality.

The number of Education Department full-time faculty emerged as an issue when considering the status of education programs at VWC (i.e., having a significant number of students in relation to the entire VWC student body), the potential for growth given the need for teachers; the potential of the Alternative Certification for Teachers program, the need to reduce the number of adjuncts especially related to off-campus supervision, and the need to diversify the profile of the faculty to more closely match the population served by the communities surrounding VWC.

A part-time staff person is available for clerical support of the Education Department. However, with the increased level of accountability through the partnership and biennial reporting to the VDOE; the collection and submission of selected statistical data to the State Council of Higher Education for Virginia; recordkeeping regarding the admission of students to the Education Department; tracking the students' scores on Praxis I, the VCLA, the VRA (if applicable), and Praxis II; and many other required tasks, there must be full-time staff support for the Education Department to support the faculty in order for them to be able to offer consistent and quality programs.

In interviews with faculty from other disciplines that are a part of the PIDM, a major for the elementary and special education track students, various College administrators, other staff, the Dean of the College, and the President of the College, there is a high regard for the Education Department and a heightened sense of shared responsibility for the education of the students enrolled in the teacher education program. This is a strength that is to be commended for all involved at VWC. In an interview with the President of the College, the statement was made by Dr. Greer that the teacher education program is the "crown jewel" of the College. Again, this speaks to the high regard by the College community for the program.

b. Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program, and

c. Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes, and

d. The institution provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to higher education faculty and candidates.

Response to **2b-d**: In conversations with the faculty, students, and adjunct faculty, the facilities in Pruden Hall for the Education Department were given high marks. Everyone was very appreciative to have a common location for the department. The equipment in the new technology classroom in Pruden is adequate for classroom instruction. It contained the SMART Board technology, a computer with a ceiling projection system, and the Senteo Assessment Software 2.0, which is the interactive response system that allows the teacher to quiz students and then instantly analyze and report on student and class progress. Additionally, the faculty and students have access to many other campus-wide technologies as reported during an interview with the chief technology officer, Mr. Dmoch, and the Institutional Technology Coordinator, Ms. Takacs. There is a dedicated lab where Ms. Takacs provides training to faculty and student in the use of new technology and software. She also provides support for Blackboard in the lab. Starting in FY 2008-09, VWC implemented a technology fee for all students. The revenue generated from this fee enabled Computer Services to implement state-of-the-art technologies. In FY 2009-10, the College will upgrade a significant number of faculty and staff computers, upgrade computers in the Clarke 125 classroom, add instructional technology in another classroom through a Digital Age Initiative grant, install wireless connectivity in all student residence halls in two of the campus Villages, and provide a computer to any student who is in need of one for instructional purposes.

The Vice-President of Finance reported that budgetary resources allocated for the Education Department were equitable when compared to other academic departments based on size and the number of faculty. Compared to fiscal year 2009, the College has reduced the operating budget by $1.4 million for fiscal year 2010. While the Education Department needs to increase its overall budget for the continued excellent delivery of its program and to allow for growth, it simply is not prudent to make such a request given the current state of the economy. When budgetary resources return to a pre-2008 status, the College should address the needs of the Education Department.

In an interview with the Director of the Library, Ms. Pace, it was shared that the Education Department receives seven percent of the book budget allocation with eight percent being the highest percentage. Also, there is a section in the library that has an excellent collection of children books that can be used as resources for the elementary curriculum and reading students. (The library also houses the Education Resource Center, which includes texts and resources related to various education topics, including two full preK-6 basal reading series. The ERC is maintained by Student Virginia Education Association members and the library staff. The library also has recently purchased two major resources for education students housed in the References section of the library. These materials were not available for visual inspection during the state review due to recently completed remodeling of the Library.)

3. **The professional education program shall ensure that full-time, part-time, and adjunct faculty are provided with appropriate resources such as office space, access to technology, teaching aids, materials and other resources necessary to ensure quality preparation of school personnel.**

   In an interview with full-time, part-time, and adjunct faculty, all reported they were provided with appropriate resources, especially an adjunct office space. They also reported that they had access to technology, teaching aids, materials, and other resources. In evidence provided for review, there were lists of materials such as mathematics and science manipulatives, education videos and CDs, professional journals, and directions for access to the learning and writing centers. They were very complimentary of these resources as it ensured that they were able to deliver a quality preparation necessary for all education students.

   Related to technology resources and professional development support, evidence of VWC support and faculty collaboration was evident during the discussions with faculty about the ways they share knowledge and practices during the weekly open time for faculty to meet. Specific to this standard is the plan of a faculty member from the Recreation Department to share expertise developed during a leave regarding student electronic portfolios. This type of professional community sharing underscores the resource capital available among the faculty as a whole in meeting needs for quality education, especially in lean economic times.

Recommendation for Standard 4: **Met**

Weaknesses:

Two weaknesses identified in the 2004 report persist: a clarification of the Director's (then Coordinator's) roles and responsibilities and need for clerical support. The Director's job description has been in revision since 2001. Of particular concern with the Director's job description is the continued need for clarity on the role of director related to faculty evaluation and professional development support. In terms of clerical support, while the administration has attempted to increase the personnel assigned to the Education Department, the amount of support needed has not kept pace with the increased reporting requirements for professional education units to meet state and federal reporting and accreditation standards.

Comments and Recommendations:

- VWC is commended for investing resources into the professional education program since the 2004 accreditation review. It is clear that the College values the program. Given the program's potential for growth and potential to add value to the College especially during the current economic times, it makes sense to invest in program and new entrepreneurial activities in the future.
- VWC is commended for equipping a dedicated technology classroom in Pruden Hall for education students. This not only enables students to meet the Virginia Technology Standards but also to be better prepared to use the technology in the

public schools where the various field experiences and student teaching placements occur.

- The Director's job description must be finalized to meet the current organizational needs and realities. The Director must be given a clear role in the evaluation of full- and part-time faculty.
- As noted in Standard 3, the College should make an effort to relocate the Director to Pruden Hall to facilitate program administration and complete the location of the teacher education program into the same area.
- As noted in Standard 2, the admission policy of the Education Department must be revised to allow students to be admitted to the education program much earlier in their coursework and in their licensure program. The more accurate accounting of students will facilitate resource allocation and planning for program design and needs.
- As noted in the 2004 Unit Team Report of Findings, full-time clerical assistance should be hired to support the professional education program.
- As a final note related to diversity and program marketing and given VWC's liberal arts tradition and mission "to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world," it would be highly advantageous for the College to communicate to its public via photographs in brochures and other published material the diverse student body currently on the campus and the welcoming community that supports all students who become part of the VWC family.

APPENDIX A
Virginia Wesleyan College
Materials Located in the Exhibit Room

Standards	**Professional Education Program Response**	**Indicators of Achievement/Evidence for Review of Program**
1. Program Design	1. Philosophy, Purposes, Goals	Mission Statement
		Goals
	2. Competencies Met	Professional Education Competency Chart
		Forms: 4-year programs of study
	3. Knowledge base	Conceptual Framework
	4. Collaborative Program Design	Approved Program Matrices
		School division data folder
	5a. Prescribed Interdivisional Major (PIDM)	Web: Advisory Guides
	5a-c. Evaluation	Student Course Evaluations
		Exit Survey
		Graduates Survey
		Assessment of Professional Knowledge
		VWC Teacher Education Advisory Committee
		Community Education Advisory Committee
		Employer Satisfaction Survey
		Praxis I and II assessments
		Virginia Reading Assessment (VRA)
		Virginia Communication and Literacy Assessment (VCLA)
	6a-c. Field Experiences	Field Experiences Chart
		Student Performance Portfolio
		Formative and Summative Evaluations
	7a. Collaborative Program Evaluation	VWC Teacher Education Advisory Committee
	7b-d. Collaborative Partnerships	Community Education Advisory Committee
		Partnership Matrix
		Region 2 Staff Development Council
		School Division Data
2. Candidate Performance on Competencies for Endorsement Areas	1a-e. General Education Requirements Knowledge Base	Courses/experiences in English, mathematics, sciences, history, social sciences, and others, which may include fine arts, communications, literature, and philosophy
	Integrated Program	Approved Program Matrices
		General Requirements Audit
		PIDM Audit
		Praxis II assessment
	Evaluation	Student Course Evaluations
		Oral Competency Assessment
		Computer Literacy Assessment
		Praxis I results
		Praxis II results
		VCLA
	1f-g. Candidate Assessment	Praxis I

Standards	Professional Education Program Response	Indicators of Achievement/Evidence for Review of Program
		VCLA
		VRA
		Praxis II assessment
	2a. Candidates prepared to work with diverse students	Child Abuse Prevention Training
		Professional Education Course Audit
	2b. Candidates prepared to teach content, teach reading, manage classroom	Classroom Management Plan
		Practice observations and evaluations
		Reading field assignments and observations
	2c. Candidates have a positive effect on student learning	Lesson Plans
		Practica Observations and Evaluations
		Formative and Summative Student Teaching Evaluations
	2d. Candidates use educational technology	Technology Standards for Instructional Personnel (TSIP)
		Practica and Student Teaching observations and evaluations
		Employer Satisfaction Survey
		Practica and Student Teaching observations and evaluations
	2e. Candidates use data to plan and assess learning	Assessment of Professional Knowledge
		2004-08 Data Reports for SACS
		2004-09 Data Reports for SACS
3. Faculty In Professional Education Programs	1a-b. Faculty Qualifications	List of Faculty-Credentials and Assignments
		Faculty Curriculum Vitae
	1c. Computers and Technology	Faculty Computer Training Qualifications*
		Course Syllabi/Notebooks
	1d. Knowledge of SOL	Course Syllabi/Notebooks
	1e. Cultural Differences/Student Diversity	Course Syllabi/Notebooks
	1f. Professional Teaching Experiences	List of Practica and Student Teaching Supervisors
		Interview with 3
		Faculty Curriculum Vitae
	1g. Professional Practica/Program Design	VWC expectations for continued faculty professional growth
		Education Advisory Committee*
	1h. Professional Associations and Related Service	Memberships/Offices held in professional organizations
		Faculty Curriculum Vitae
		Faculty Professional Activities Form
		Faculty Publications
		Faculty Presentations
		Advisory Board Membership
	2a-d. Teaching is of high quality	Student Evaluations (overview only)

Standards	Professional Education Program Response	Indicators of Achievement/Evidence for Review of Program
		Yearly evaluations by Division Chair (description only)
		Rank and Tenure Expectations
		Exit Survey
3. Faculty in Professional Education Programs	3a-d. Policies and Assignments	Faculty Handbook
		Departmental Job Descriptions
		Advancement and Tenure Policy
		Director of Human Resources*
		Faculty Advisor Handbook
		New Tenure Policy
	4a-e. Competence and Intellectual Vitality	Faculty Handbook
		Education Department Guidelines for Professional Growth
		Summer Grants*
		Travel Funding
		Funding for memberships in professional organizations
		Funding for conference participation
		Sabbatical Policy
		Partnerships
		Student Evaluations*
		Advancement and Tenure Policy
		Professional Activities Form (samples 2)
		Yearly evaluations by Division Chair*
4. Governance and Capacity	1a. Responsibility and Authority	Organizational Chart
		Education Department budget
	1b. Long-Range Plan	Long-Range Plans Notebook
	1c. Policymaking and Advisory Bodies	Minutes from Education Department Meetings
		Minutes from Teacher Education Advisory Committee
		Minutes from Education Advisory Committee
	1d. Nondiscriminatory Practices and Procedures	Faculty Handbook
		Director of Human Resources
	2a. Size and Support of Education Program	List of Faculty and Supervisors
		Lists of Candidates/Graduates
		List of Education Staff
	2b-c. Budgetary Resources/Resource Allocation/Facilities	Budget Report
	2d. Technological Resources and Training	Computer Technology Plan
		Chief Technology Officer
		Computer Literacy Guidelines
		Description of BlackBoard
		Description of MARSIS
		Location of Computer Labs

Standards	Professional Education Program Response	Indicators of Achievement/Evidence for Review of Program
		Software List for INST 303
		Technology Training Opportunities
		Dedicated Technology Classroom
		Committee for Academic Computing
		Description of Online Advising and Registration System
	3. Faculty Resources	Faculty Handbook
		List of Mathematics Manipulatives
		List of Science Equipment
		List of Education Videos
		Education Resource Center (Library)
		List of professional journals
		Learning Resource Center

***Material not examined by on-site review team members.**

APPENDIX B
VWC On-Site Visit Interviewees
April 26-29, 2009

Sunday, April 26, 2009

Professional Education Faculty:	Dr. Malcolm Lively, Director of Teacher Education/Reading Dr. Karen Bosch, Classroom Management Ms. Ginger Ferris, Elementary Dr. Jayne Sullivan, Special Education Ms. Stacey Wollerton, Director of Field Experiences
Graduates:	Ms. Samantha Kinsey, Secondary/Mathematics Ms. Tiffany Leppert-Tran, Special Education
Adjunct Faculty:	Dr. Edward Brickell, Foundations Dr. Linda Scott, Middle and Secondary Methods Dr. Patricia Terry, Instructional Technology

Monday, April 27, 2009

President:	Dr. William T. Greer, Jr.
Dean of the College:	Dr. Timothy O'Rourke
Instructional Technology:	Mr. Jack Dmoch, CTO Ms. Robin Takacs, Institutional Technology Coordinator Dr. Malcolm Lively
Social Science Division Chair:	Dr. Clay Drees
Special Education Faculty:	Dr. Jayne Sullivan
Director of Field Experiences:	Ms. Stacey Wollerton
PIDM Director:	Dr. Deborah Otis
Supervisors:	Ms. Angela Mitchell, Elementary/Middle Ms. Lynn Seltzer, Elementary/Middle Dr. Barbara Davis, Secondary
Student Teachers:	Mr. Matthew Ashby, English Ms. Robyn Backer, Elementary Ms. Antoinette Montella, Elementary Ms. Katrina Kelley, ACT Secondary Ms. Antonia Woods, Elementary, DKG Award

Tuesday, April 28, 2009

Vice President for Finance:	Mr. Cary Sawyer
Liberal Arts Faculty:	Dr. Joyce Howell, Art History Dr. Susan Larkin, English Dr. Dave Garraty, Economics
Elem. School Visit:	Ms. LouAnne Metzger, Principal - Shelton Park Elementary School, Virginia Beach Mrs. Stacey Wollerton, Director of Field Experiences
ACT Coordinator:	Mr. Tom Farley
Open Faculty Session:	Mr. John Braley, Recreation and Leisure Studies Mr. Willy Harrell, Aquatics Director Mr. Philip Guilfoyle, Art Dr. Carol Johnson, English Dr. Doug Kennedy, Recreation and Leisure Studies Dr. Malcolm Lively, Director of Teacher Education Dr. Steve Mansfield, Dean Emeritus Dr. Stuart Minnis, Communications/Journalism
Professional Education Faculty:	Dr. Malcolm Lively, Director of Teacher Education/Reading Dr. Karen Bosch, Classroom Management Ms. Ginger Ferris, Elementary Dr. Jayne Sullivan, Special Education Ms. Stacey Wollerton, Director of Field Experiences
Librarian:	Ms. Jan Pace
Teacher Candidates:	Ms. Amy Christman, Elementary Mr. Timothy Trask, Elementary Ms. Nikki Bernard, Elementary Ms. Leslyn Shaw, Elementary Ms. Oliva Casero, Elementary Ms. William Schisel, Social Studies
Partnerships and Education:	Dr. Mike Clayman, Human Resources, Chesapeake Public Schools Mr. Jeff Hoffman, Assistant Principal, Bayside Middle School Ms. Bermina Nickerson, Assistant Principal, Bayside High School Mr. Dan O'Leary, Principal, Suffolk County Schools Dr. Linda Scott, Principal, Chesapeake Public Schools

No classes were observed during the on-site visit.

Vice President for Academic Affairs
and Kenneth R. Perry Dean of the College

December 11, 2009

Dr. JoAnne Y. Carver
Director of Teacher Education
Virginia Department of Education
101 North 14th Street, 24th Floor
Richmond, Virginia 23219

Dear Dr. Carver:

I enclose Virginia Wesleyan's *Institutional Response* to the *Professional Education Program Review Team Report of Findings*, which describes the results of the on-site review conducted on April 26-29, 2009.

As we show in our *Response*, the *Review Team Report* already has led to significant, salutary changes in our Education Program. The College is grateful to the Review Team for its constructive guidance.

Please feel free to contact me or Dr. Malcolm Lively, Director of the Professional Education Program (757-455-3301) if you have questions about our *Response*.

Sincerely yours,

Timothy G. O'Rourke, Ph.D.

Enclosure

1584 Wesleyan Drive, Norfolk, VA 23502-5599 • (757) 455-3210 • Fax (757) 466-8274
www.vwc.edu

Virginia Wesleyan College

Institutional Response
to the
Professional Education Program Review Team Report of Findings

Timothy G. O'Rourke, Ph.D.
Vice President for Academic Affairs
& Dean of the College

Malcolm Lively, Ph.D.
Director of the Professional Education Program
& Associate Professor of Education

Overview of VWC's Response

On April 26-29, 2009, the Professional Education Program at Virginia Wesleyan College underwent review according to a process approved by the Board of Education of the Commonwealth of Virginia. The document that follows constitutes the College's *Institutional Response* to the *Review Team Report of Findings.* We first address the concerns documented by the Review Team concerning Standard 2 and Standard 3. We demonstrate that these standards should receive a rating of "Met," rather than "Met Minimally with Significant Weaknesses," as indicated in the *Review*. With respect to Standards 1 and 4, which the *Review* treats as fully "Met," we show that we have made significant improvements since the April site visit. Appendices provide evidence to support our *Response* with respect to all four standards.

The Professional Education Program at Virginia Wesleyan College acknowledges with gratitude the revised and factually corrected *Review Team Report of Findings*. We recognize the significance of the findings from the on-site review, which identified areas in which our program can and must improve. In the several months since the review team visited our campus, we have implemented the following specific changes in direct response to recommendations found in the *Review Team Report*:

Education Personnel

- Hired a full-time administrative assistant for the Education Department
- Employed two highly qualified adjunct faculty who add to faculty diversity
- Initiated a national search for an additional full-time, tenure-track faculty member

Administration

- Adopted and implemented a new admissions policy
- Formally modified the role of the Director of Teacher Education to include evaluation of the education faculty
- Relocated the office of the Director of Teacher Education to the departmental suite

We detail these changes at greater length within. While the *Review* made valuable recommendations on which we have acted promptly, it overlooked salutary aspects of the program. Thus, our longer response seeks to offer a fuller, more accurate portrait. We believe that the more complete view of the Professional Education Program, when coupled with the changes we have put in place since last April, justify the award of "Met" (without "stipulations") on all four standards.

Standard 2: Candidate Performance on Competencies for Endorsement Areas

In its discussion of each criterion under this standard, the *Review* describes the Virginia Wesleyan program in unmistakably positive language. Thus, the *Review* notes, among other findings, that:

- "[d]egree audits conducted by faculty advisors verify that all requirements are met prior to graduation and program completion" (criterion 1);
- "candidates have been highly rated by field supervisors and cooperating teachers" (1-a);
- "candidates have command of their content knowledge" (1-b);
- candidates demonstrate the appropriate levels of knowledge in technology and science, social sciences, and the liberal arts generally (1-c through 1-e); and
- candidates take and pass the appropriate entry-level and professional content assessment tests (1-f and 1-g).

The *Review* further observes, again approvingly, that:

- "[r]esults . . . from their Summative Evaluation of Pre-Service Teaching form validate candidates' ability to have a positive impact on the classroom" (2-a);
- "[s]tudent teachers also were rated highly on their ability to manage the classroom environment" (2-b);
- "[a]ll candidates must demonstrate that they have a positive impact on student learning" (2-c);
- "[f]eedback from the Employer Satisfaction Survey (ESS) and the Summative Evaluation . . . confirms candidates' ability to use technology" (2-d); and
- "94.7 percent of candidates demonstrate[d] the ability to use data to inform their instruction" (2-e).

The *Review* finds that VWC plainly satisfies each relevant criterion under Standard 2 and observes, as a general matter, that "candidates ultimately demonstrate competent performance." Despite this positive assessment, the *Review* concludes—surprisingly in our view—that VWC only "minimally" satisfies Standard 2. The *Review* contends that the Education program lacks (1) "an overall unit assessment approach," (2) "longitudinal data," and (3) an acceptable plan for "formal admittance" of candidates into the program. The *Review's* own findings testify to the fact that unit assessment and data collection are plainly sufficient to document performance under the various criteria.[1] A new admissions policy, now fully implemented, solves the third problem cited above (the new policy appears in Appendix A).

In sum, we contend that a balanced view of the strengths and weaknesses of the program, as articulated by the *Review* itself, argues for a finding of "Met" (without stipulations) for Standard 2. Alternatively, we contend that the adoption of the new admissions policy, along with changes in assessment procedures underway, justifies a finding of "Met."

[1] We are, however, in the process of upgrading both our data collection and assessment protocols and expect to purchase and implement *LiveText*, which is a software package both to manage program assessment and student electronic portfolios.

Standard 3: Faculty in Professional Education Programs

Of the four standards covered in the *Review*, the review team offers its most extensive criticism with respect to Standard 3. As we show below, in those instances where the criticism is valid, we have taken concrete action since the team's visit in order to eliminate or substantially resolve the problems identified. With respect to some of the negative findings, however, we demonstrate that the review team's assessment is wrong as a matter of fact.

Before proceeding to the criticism, we would emphasize that the *Review* determines the following criteria to be fully satisfied:

- 1-b (noting that "the education faculty and candidates are competent in their fields of specialization")
- 1-c (finding that syllabi and student assignments show "appropriate and frequent use of technology")
- 1-e (commenting that "[i]nteraction seen between faculty members and students who are culturally different from them appear to be warm and genuine")
- 1-h (pointing out that regular faculty are "heavily involved in numerous key professional organizations")
- 2-a (noting that a range of "evidence" shows "appropriate use and understanding of instructional teaching methods")
- 2-b (observing that "candidates are often systematically required to reflect, think critically, and solve problems")
- 2-c (referring back to 1-e)
- 4-a (finding that "there are a number of policies and practices in place to encourage professional faculty to be continuous learners")
- 4-c (referring back to 1-h)

The *Review* makes negative findings on the five specific criteria listed below. For each negative finding, we demonstrate that we have taken decisive action(s) to remedy the problem identified by the *Review*.

- **1-a (criticizing the lack of a terminal degree for one of four full-time faculty members and the lack of diversity among both full-time and adjunct faculty)**
  - ✓ The College has established a new full-time faculty line in the Education Department, is now recruiting for the position, will fill it with a candidate with a terminal degree in hand, and hopes that the candidate will expand the diversity of the program. To facilitate this last objective, the College has departed from usual practice and is recruiting with rank open. (The advertisement appears in Appendix B.)
  - ✓ The College has identified and employed two highly qualified African American adjunct faculty members.[2]

[2] These new adjuncts are Dr. Donna Elliott, Adjunct Professor in Education, EDUC 375 (Content Teaching Methods); and Ms. Jean M. Sykes, Supervisor for Special Education practica. Dr. Elliott (Ed.D., George Washington University), is Assistant Principal at Kempsville High School. Ms.Sykes (M.Ed., Norfolk State University) teaches special education at Green Briar Middle School.

- ✓ We observe, for the record, that the *Review* failed to credit the College for increasing the overall diversity of its faculty in recent years, particularly in light of the fact that Education students, both through General Studies courses and in particular majors, are exposed to such faculty.[3]

- **3-b ("recommend[ing] that another full-time faculty member be hired")**
  - ✓ As noted above, a search is underway for an additional full-time faculty member.
  - ✓ We note, however, that the *Review* fails to credit the College for having hired in 2008 a full-time English Department faculty member (Dr. Susan Larkin) whose expertise in Children's Literature was (and is) intended to address specific needs in the Education program.

- **3-c (calling for "the hiring of new faculty" in the Education program)**
  - As noted, we are searching for a full-time addition to the Education Department.

- **4-d (lamenting the lack of "data indicating the performance [of faculty] in advising and mentoring")**
  - ✓ The Professional Activities Form (PAF) includes items on advising that are factored into the evaluation. The revised PAF for 2009 (see Appendix C) includes an expanded section on faculty advising.
  - ✓ The Director of the Education Program will see the PAFs for his department and participate in the evaluation process (please see 4-e immediately below).

- **4-e (finding that the Director "is not a participant in the faculty evaluation process")**
  - ✓ The Faculty Assembly, on November 6, 2009, formally amended the *Faculty Handbook* to give the Director an active role in the evaluation process.[4]

The *Review* makes additional critical findings, which we regard as misleading or incorrect. In attempting to set the record straight, we take responsibility for not communicating clearly with the review team in the first instance. With that said, here are the factual problems in the review, along with our corrections:

---

[3] Since 2006 VWC has hired three tenure-track, African American faculty members who have a direct impact on the Education Program and reflect the College's commitment to diversity in faculty hiring: Dr. Murrell Brooks (Ph.D., UCLA), Assistant Professor of Political Science (Impact: Professional Interdivisional Major, or PIDM, for Elementary Candidates and History and Social Sciences 6-12 Candidates); Dr. Deirdre Gonsalves-Jackson (Ph.D., Florida Institute of Technology), Assistant Professor of Biology (Impact: PIDM for Elementary Candidates and Biology 6-12 Candidates); and Dr. Rebecca Hooker (Ph.D., Univ. of New Mexico), Assistant Professor of English, African American Literature (Impact: Potentially all Education Candidates to fulfill VWC General Studies Requirements and English 6-12 Candidates).

[4] The new language provides: "Division chairs review these annual submissions [by the faculty, of the PAF and other materials], along with any additional reports from the Dean . . . and evaluate each of the faculty in their divisions by producing and submitting annual evaluation reports. For departments such as Education and Recreation and Leisure Studies that are subject to external accreditation, the relevant department director/coordinator shall have access to departmental colleagues' PAFs and student course evaluations, and the division chair shall consult with the director/coordinator in preparing the evaluation reports for that department's faculty. These reports are shared with the faculty and reviewed by [the] Dean of the College in preparation for making recommendations to the President for salary increments."

- **1-d (criticizing the "very limited number of student-produced projects and papers")**
  - ✓ The VWC exhibit room contained 34 notebooks that included syllabi, course matrices, and specific examples of student work, all of which related to assignments addressing the Standards of Learning and required teacher competencies. Each notebook with accompanying student samples dealt with a specific professional education course or course within the Professional Interdivisional Major (PIDM).

- **1-f (pointing to the limited involvement of full-time faculty in field experiences)**
  - ✓ The professional education faculty and the Director of Field Experiences carefully screen all field experience supervisors in order (a) to ensure that only the most qualified individuals work with education candidates, (b) to provide the highest quality field experiences, and (c) to guarantee that program graduates are truly ready for the rigors of full-time, first-year teaching. The Education Program also prides itself on the cooperation that it receives from full-time content faculty who supervise and observe student teachers seeking secondary certification in their areas of expertise. (As one example, Appendix D reproduces the "Protocol" covering this process for candidates seeking secondary and preK-12 licensure.)

- **3-a (criticizing the teaching and advising loads of faculty and the teaching load of the Director)**
  - ✓ The criticism of teaching load, which focuses on courses, is highly misleading. Regular faculty members teach a 4/3 course load each academic year. Over the past five academic years (2004-05 through 2008-09), the average Education course taught by a regular faculty member has enrolled 12 students. Thus, a typical Education faculty member teaching four courses would have fewer than 50 students in total.
  - ✓ The average Education faculty member does not advise 40 to 50 students, as the *Review* asserts. In Fall 2008, the average was 31; as of December 1, 2009, it was 26. The hiring of an additional faculty member promises to reduce this average next year.
  - ✓ The teaching load of the Director is not 2/3, but 2/2. The addition of a full-time administrative assistant—already effected—will alleviate the demands of "the extensive administrative duties" to which the *Review* refers.

- **4-b (suggesting that institutional support for faculty development is too low)**
  - ✓ The *Review* accurately reports departmental funding ($350) automatically available to faculty for professional development and the comments of Dean O'Rourke ("additional funds should be made available") with respect to *this* source of funding.
  - ✓ The *Review* overlooks additional sources of support for faculty development, totaling more than $80,000 for a full-time faculty of 85.[5]

---

[5] In brief, aside from the $350 per faculty allotment, more than 40 faculty members—nearly half of VWC's 85 full-time faculty—received well over $80,000 in development funds during the 2008-2009 academic year. This amount encompasses the following components: **Named Chairs ($42,000)**: Fifteen held named chairs—12 Batten Professorships, along with the Clarke (English), Fanney (Mathematics, paid as a salary stipend), and Lewis

Apart from its findings on individual criteria under Standard 3, the *Review* makes more general "Comments and Recommendations" relating to (1) faculty diversity, (2) the location of the Director's office, (3) mentoring of departmental administrators, and (4) the role of the Director in faculty evaluations. In the review of separate criteria, we have shown that we have substantially addressed items (1) and (4). With respect to the item (3), we note that the Director of Teacher Education, Dr. Malcolm Lively, attended the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009. Additionally, Dr. Lively meets regularly with Dr. Karen Bosch, former Director, and Dr. Clay Drees, Social Sciences Division Chair, for mentoring and advice regarding leadership of the Education Department. Regarding item (2), the Director has moved his office into the Education suite, thereby responding to the *Review's* guidance that "his co-locat[ion] with other program faculty and administrative staff would facilitate program operation."

In sum, a more accurate reading of what we had in place during the Review Team's visit, when coupled with the specific actions we have taken to answer their valid concerns, argues for a grade on Standard 3 of "Met" (without stipulations).

Standard 1: Program Design

With respect to Standard 1, we note that the *Review* states clearly that "Overall, the information and evidence indicated that Standard 1 has been met fully, and the VWC program provides a high quality learning experience for its students."

Standard 4: Governance and Capacity

The *Review* rates Standard 4 as fully "Met." It goes on to identify two weaknesses: a lack of clarity about the Director's duties and the need for full-time "clerical support." The College has remedied these problems. VWC has exhaustively defined the Director's roles and responsibilities (see Appendix E) and has employed a full-time administrative assistant for the Education Program.

(Religious Studies) Chairs—received development support in the amount of $42,000. Education Professor Karen Bosch (2004-2007) was in the College's inaugural class of Batten Professors, who serve three-year terms and now receive annual development grants of $2,000. **Conference/Research Presentation ($15,800)**: All faculty who present at conferences may apply for registration, travel, and lodging funds up to a maximum of $1200; 23 faculty received funding under this program. **Summer Development Grants ($14,100)**: Faculty members can apply for competitive summer development grants. **Dean's Discretionary Grants ($9,900)**: The Dean of the College makes discretionary awards to faculty for coursework, grant writing, research equipment, and conference travel. In 2008-09, this included $1700 to Dr. Malcolm Lively, Director of Teacher Education, to attend three state-level conferences, and a leadership training conference in Pittsburgh, PA in June 2009.

The foregoing list excludes $4500 paid out to faculty winners ($1500 per award) of the Frank and Jane P. Batten Distinguished Scholar Award, the Samuel Nelson Gray Distinguished Teaching Award, and the Exemplary Teaching Award (awarded through United Methodist funding); conference travel support made available through the Office of International Programs and the Quality Enhancement Program; technology support funded through the Commission on Campus Resources and Support Services; and laboratory start-up funds provided to new faculty. Inclusion of these figures would push the level of support to about $100,000. Beyond these items is funding for sabbaticals, for which faculty are eligible after every six years. The College supported five one-semester sabbaticals at full pay in 2008-09, which was a typical year (in terms of number). Education professors who have served sabbaticals include Karen Bosch (spring 2003) and Ginger Ferris (spring 2002).

In its "Comments and Recommendations" on Standard 4, the *Review* lauds VWC "for investing resources into the professional education program since the 2004 accreditation review," concluding that "[i]t is clear that the College values the program." The Review also praises VWC for "equipping a dedicated technology classroom in Pruden Hall for education students . . . to meet the Virginia Technology Standards" and "to be better prepared to use the technology in the public schools." The *Review* recommends (1) relocating the Director's office, (2) revising the admission policy of the Education Department, (3) hiring a full-time clerical assistant, and (4) communicating to the public the diversity of the student body. In the response to Standards 2 and 3, we show that have done (1), (2), and (3). Regarding item (4), the marketing and promotions literature for the College and for the Education Department do display and celebrate the diversity of the campus. We observe that, according to *U.S. News and World Report,* Virginia Wesleyan is the 38th most diverse of 266 liberal arts colleges nationwide and is tied for 2nd as the most diverse of 16 liberal arts colleges in Virginia.[6]

Conclusion

The *Review Team Report* makes valuable recommendations to which we have responded urgently and concretely. At the same time, the *Review* describes a program that it is very good in general and that is even better when viewed in the light of the fuller portrait offered by this *Response*. We believe that the fuller and more accurate portrait—when coupled with the highly constructive changes we have put in place since last April—justify the award of "Met" (without "stipulations") on all four Standards for Board of Education Approved Accreditation Process.

[6] See *U.S. News and World Report*, "Best Colleges 2010," "Best Colleges: Racial Diversity: Liberal Arts," at http://colleges.usnews.rankingsandreviews.com/best-colleges/liberal-arts-campus-ethnic-diversity (accessed 10 December 2009).

APPENDIX A

VWC Professional Education Program Admissions Policy

Virginia Wesleyan College
Education Department

Criteria for Admission to and Continuation in the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Education Department. This can be time consuming, so the student must begin the process early in his/her college career. Applications are distributed in certain classes (INST 202 and EDUC 225) and are available in Pruden 102.

Students interested in Teacher Certification will not be allowed to register for upper level (300+) professional education courses (with the exception of INST 303) until the requirements for admission have been met. Transfer students must complete the formal application process by the end of their first semester of coursework at VWC.

A student will be admitted to the Professional Education Program when he or she meets the requirements listed below:

a. Application
b. One-page, single-spaced essay (Choose one topic below)
   * What kind of teacher do I want to become?
   * In your opinion, what personal characteristics are absolutely essential for an individual to become a successful teacher?
   * Describe your major strengths and weaknesses and how they might impact your ability to become an effective teacher.
c. Passing scores on Praxis I or SAT/ACT equivalent.
d. Cumulative GPA of at least 2.5 at the time of application
e. Two recommendations from non-education faculty members
f. Achieve a grade of C or better in ALL Professional Education courses

Students will not be able to continue with education coursework beyond INST 202, EDUC 225, and INST 303 until the above conditions are met. Transfer students will not be able to continue with education courses beyond the first semester of attendance until the above requirements are met.

Following admission to the Professional Education Program, a teacher candidate is required to complete the following requirements prior to the student teaching semester:

- Pass the Virginia Communications and Literacy Assessment (VCLA) by the end of the junior year.
- **(Elementary/Special Education ONLY)** Pass the Virginia Reading Assessment (VRA) upon completion of EDUC 320 and EDUC 321. (Passing score is 235)
- Pass Praxis II prior to the start of pre-service teaching. Candidates who do not pass Praxis II prior to student-teaching must become involved in the Praxis II Assistance Plan and retake the test.
- NOTE: Passing scores on VCLA, Praxis II, and VRA (where applicable) are required for licensure by the Virginia Department of Education.
- Maintain the required GPA for your major and grades of C or better in ALL Professional Education courses.

Please sign this document to attest that you have read this policy and understand that you will not be able to participate in student teaching until you have been accepted to the Program and have met the criteria above.

Signature _____ Date _____

Printed Name _____ (Application for Admission List August, 2009)

APPENDIX B—New Faculty Position in Education

This advertisement from VWC's website also ran on The Chronicle of Higher Education Website (http://chronicle.com/section/Jobs)

Employment Opportunities

Virginia Wesleyan College has the following positions available. If you are interested in applying for any of these positions, please complete an application in the Business Office or submit a resume to Barbara Fried in Human Resources at employment@vwc.edu.

» Important information on Virginia Wesleyan College's hiring practices [PDF]¤» Application for employment - Staff [PDF] Application for Employment - Faculty [PDF]

Faculty

- Adjunct Reading Professor
- Assistant Professor of Clinical or Community Psychology
- Assistant Professor of Criminal Justice
- Assistant Professor of Developmental Psychology
- Assistant Professor of Recreation and Leisure Studies
- Education Tenure-track Faculty Position

Equal Employment Opportunity Statement

Virginia Wesleyan College is an equal opportunity employer. The college offers employment, advancement opportunities, and benefits in a harassment-free environment on the basis of merit, qualifications and competency to all individuals without regard to race, color, religion, creed, age, sex, national origin, handicap, sexual orientation or covered veteran status.

Faculty

Education Tenure-track Faculty Position

VIRGINIA WESLEYAN COLLEGE (VWC), a small (1400 students, 85 full-time faculty), selective, and diverse liberal arts institution sited on 300 beautiful wooded acres in the heart of the historical, economically dynamic, and culturally rich Virginia Beach-Norfolk-Newport News metropolitan area, seeks applications for a tenure-track position in secondary education (rank and salary commensurate with experience) beginning fall, 2010. A Ph.D. or Ed.D. in secondary education or related field is required at the time the position begins. The successful candidate will have a strong background in technology and at least one content area (mathematics or English preferable), with experience teaching at-risk post-secondary students a plus. Course assignments will include teaching two methods courses and supervising field placements, and additional courses as determined by the candidate's interests and department's needs. VWC seeks committed teacher/scholars who will foster undergraduate research, be professionally active, and advance the college's quest for Phi Beta Kappa recognition. The salary is competitive and an attractive benefits package is offered. Please send a letter of application, a statement of your philosophy of teaching, a curriculum vitae, transcripts, and three letters of reference to: Dr. Timothy G. O'Rourke, Vice President for Academic Affairs & Dean of the College, Virginia Wesleyan College, 1584 Wesleyan Drive, Norfolk, Virginia 23502-5599. Review of applicants will commence December 15, 2009 and continue until the position is filled. VWC is an equal opportunity employer; the college offers employment, advancement opportunities, and benefits in a harassment-free environment on the basis of merit, qualifications and competency to all individuals without regard to race, color, religion, creed, age, sex, national origin, handicap, sexual orientation or covered veteran status. Please our website at www.vwc.edu.

APPENDIX C
Revised Professional Activity Form

Only portions of the Professional Activities Form pertaining to advising and mentoring are included.

Virginia Wesleyan College

Faculty Professional Activities Form: 2009

*(Attach **updated C.V.** and **copies of all syllabi**)*

Faculty Member: Dept:

Rank: Date eligible for promotion: -Enter date, if applicable-

I. TEACHING AND STUDENT MENTORING

Number of *different* course preparations: -Please Select # of DIFFERENT Preparations-

Please note any discrepancies or comments regarding the course sections listed previously:

-Please note discrepancies/comments here-

Number of *new* course preparations: -Please Select # of NEW Preparations-

Changes in existing preparations and purpose of changes:

-describe changes and the purposes-

Student mentoring and academic leadership:
number of independent studies -Select-
number of tutorials -Select-
number of internships -Select-
number of off-site classroom observations/evaluations -Select-

local field trips
-Please provide explanation, if applicable

sponsorship of student travel for conferences, etc.
-Please provide explanation, if applicable

travel courses
-Please provide explanation, if applicable

Teaching awards or honors:
-Please provide explanation, if applicable

Sponsorship of undergraduate research and events beyond the classroom setting:
-Please provide explanation, if applicable

Based on your *student evaluations and classroom experiences this year*, how would you evaluate your achievements in relation to your intentions?
-Please provide explanation, if applicable

II. PROFESSIONAL VITALITY

{All portions of this section were removed because they do not pertain to advising and mentoring.}

III. INSTITUTIONAL SERVICE

Advising:
Number of advisees

Advising workshops attended -Select-
-Please provide details as appropriate

Other advising achievements you would like to highlight:
-Please provide details as appropriate

Commission and other major committee appointments *(with indication of degree and kind of responsibility and time commitment):* -Please Select Number-
-Please provide details as appropriate-

Program/department administration *(with notable achievements):*
-Please provide details as appropriate-

Other internal activities serving departmental or institutional needs *(projects, orientation, VWC Days, H&S scholarship interviews, etc.):*
-Please provide details as appropriate-

Leadership of, and/or major contributions to, student organizations and events:
-Please provide details as appropriate-

Co-curricular or guest lectures and other in-house presentations:
-Please provide details as appropriate-

Teaching in collaborative programs *(e.g., FYS, Portfolio, Winter Session, ASP)* :
-Please provide details as appropriate-

External activities serving institutional or community interests *(e.g., speaking to lay audiences, contest judging, recruitment efforts, serving on community boards):*
-Please provide details as appropriate-

Leadership in service learning or other volunteer activities:
-Please provide details as appropriate-

How would you evaluate your *service achievements* in relation to your goals?
-Please provide details as appropriate-

APPENDIX D

Education Department

Observation of Student Teachers by Content Area Professors Protocol

Secondary Student Teachers:

As you know you are required to have a content professor from Virginia Wesleyan come out and observe a lesson that you teach. They will be looking for specifics in your content as they watch the lesson. Please follow the steps listed below to request the observation.

1. Content the professor **EARLY** via e-mail to ***schedule a meeting*** to discuss, plan, and schedule your observation.
    a. Be aware that they may need a few weeks notice to schedule this visit as the professors on campus are quite busy with their course load and other campus responsibilities.
    b. This observation is due at the end of your second placement, but it should be schedule prior to the mid point of the second placement.
2. Come to the meeting prepared to discuss the content that you will be presenting during the lesson.
3. Schedule your observation during a time that you can meet with the professor at your school following the visit.
4. Be aware of your tone, demeanor, and professionalism throughout the entire process.
5. If the professor of your choice is unavailable to complete the observation ask if they can recommend another professor and begin the entire process again.
6. If you have questions or concerns about the process please contact Mrs. Wollerton, The Director of Field Experiences, for assistance.

APPENDIX E
Roles and Responsibilities of Director of Teacher Education

Virginia Wesleyan College
Education Department

Director of Teacher Education/Education Department Coordinator

The Coordinator of the Education Department is elected by the professional education faculty. Because of the extensive duties beyond that of other department coordinators, the Coordinator of the Education Department serves as the Director of Teacher Education, and as such is recognized by the Virginia Department of Education as the chief licensing agent for Virginia Wesleyan College's Professional Education Program.

In addition to the eleven general duties which all coordinators perform, the Director of Teacher Education shall:

1. Serve on the College's Educational Programs Commission (*i.e.*, curriculum committee)
2. Develop and maintain professional relations with college faculty in order to coordinate evaluation of student teachers' effectiveness in delivering content instruction
3. Serve as principal contact for prospective education students and other constituencies
4. Monitor and approve funding related to supervision of candidates in field experiences and payment of cooperating teachers
5. Evaluate and approve students' applications for admission to the Professional Education Program
6. Evaluate reports from the various testing constituencies and recommend corrective action as needed
7. Maintain a diverse pool of adjunct instructors to meet specific departmental needs; orient and evaluate adjunct instructors to ensure instructional integrity and program rigor
8. Evaluate professional education faculty performance and professional development in collaboration with Social Sciences Division Chair
9. Establish and maintain partnerships with neighboring universities to provide unique graduate education opportunities for Professional Education Program graduates
10. Maintain open communication with professional education faculty, staff, and adjuncts through email, regularly scheduled department meetings, and special events designed to promote awareness of Professional Education Program needs and initiatives
11. Support professional education faculty, staff, and adjuncts in matters of conflict resolution involving program candidates
12. Represent VWC's Professional Education Program at state-level meetings and communicate regularly with VDOE officials to ensure program compliance with Commonwealth and USED mandates
13. Develop, implement, monitor, and assess long-range departmental goals in consultation with the professional education faculty, appropriate college and state officials, and local school systems
14. Administer the regulations as stated in 8VAC20-542-20 and 8VAC20-542-30 with regard to securing accreditation of VWC's Professional Education Program by a national accrediting agency or a process approved by the Virginia Board of Education
15. Ensure that the Professional Education Program is aligned with standards in 8VAC20-542-60 and with competencies as outlined in 8VAC20-542-70 through 8VAC20-542-600
16. Monitor candidate progress and performance on prescribed Board of Education entry-level and licensure assessments
17. Develop, implement, and monitor assessments related to 8VAC20-542-40 in order to provide evidence of candidate contributions to preK-12 student achievement and evidence of employer job satisfaction based on employer surveys
18. Provide opportunities for professional education faculty and content area faculty to develop and establish partnerships based on local preK-12 school needs
19. Maintain documented evidence that the standards set forth in 8VAC20-545-40 have been met and submit required Biennial Accountability reports as required by the Virginia Department of Education
20. Serve with the Director of Field Experiences as liaison with public and private school personnel

Board of Education Agenda Item

Item: C. **Date:** March 18, 2010

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve an Option to Meet the Praxis I Reading and Writing Tests for Entry into an Approved Preparation Program

Presenter: Mrs. Patty S. 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)

_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
date February 25, 2010
action The Board of Education accepted ABTEL's recommendation for first review.

Background Information:

Section 22.1-298.1 of the *Code of Virginia* requires the Board of Education to prescribe assessments for individuals seeking initial licensure and Section 22.1-298.2 of the *Code* requires that the Board of Education prescribe assessments for individuals seeking entry into an approved education preparation program.

Section 22.1-298.2 (Regulations governing education preparation programs) of the *Code of Virginia*, states, in part, the following:

A. As used in this section:

> "Assessment of basic skills" means an assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation program, as prescribed by the Board of Education in its regulations….

D. The Board shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education preparation programs in its regulations….

Section 23-9.2:3.6 (Education preparation programs offered by institutions of higher education) of the *Code* states, in part the following:

A. Education preparation programs shall be required to meet the requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.

B. As provided in § 22.1-298.2, the Board of Education shall prescribe an assessment of basic skills for individuals seeking entry into an approved education program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education programs in its regulations.

C. Candidates who fail to achieve the minimum score established by the Board of Education may be denied entrance into the relevant education program on the basis of such failure; however, if enrolled in the program, they shall have the opportunity to address any deficiencies.

Effective January 1, 2006, the Board of Education approved the following assessments for individuals seeking initial licensure in Virginia unless an individual meets the exemption criteria as prescribed in the *Licensure Regulations for School Personnel*:

Virginia Communication and Literacy Assessment (VCLA);
Praxis II (content) Assessments; and
Virginia Reading Assessment (VRA), if applicable.

Praxis I (Reading, Writing, and Mathematics) continued to be the prescribed assessment of basic skills for individuals seeking entry into teacher education programs. The Board of Education also continued to allow the use of a composite score of the Praxis Reading, Writing, and Mathematics tests to meet the Praxis I assessment requirement and the use of the SAT® and ACT® as substitute tests for Praxis I (Reading, Writing, and Mathematics).

Summary of Major Elements

On January 25, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education allow the use of the Virginia Communication and Literacy Assessment (VCLA) as an optional test for the Praxis I Reading and Writing tests for individuals seeking entry into teacher education programs. The cut scores for the VCLA prescribed by the Board of Education are as follows:

Writing Sub Test:	235
Reading Sub Test:	235
Composite Score:	**470**

An individual choosing to use the VCLA (Reading and Writing) as an optional assessment for the Praxis I Reading and Writing tests will be required to meet the Praxis I Mathematics assessment (or equivalent SAT® or ACT® test scores).

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the recommendation of the Advisory Board on Teacher Education and Licensure to approve the Virginia Communication and Literacy Assessment (Reading and Writing) as an optional test for the Praxis I Reading and Writing tests for entry into a teacher preparation program.

Impact on Resources:

The impact on resources is minimal. Costs associated with the test will be incurred by the test taker.

Timetable for Further Review/Action:

Colleges, universities, and school divisions will be notified of the Board of Education's action.

Board of Education Agenda Item

Item: D. **Date:** March 18, 2010

Topic: First Review of Proposed Economics and Personal Finance Standards of Learning Curriculum Framework

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034 **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

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: _____

___ Action requested at this meeting _X_ Action requested at future meeting: After public comment

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date November 17, 2009

action Board of Education approved the *Economics and Personal Finance Standards of Learning*

Background Information:

An understanding of economics and personal finance is important to young people as they learn to manage successfully their own time, money, and resources, and become informed citizens in a globally interdependent society. The Board of Education has recognized how important it is for Virginia high school graduates to develop decision-making skills related to financial management. In 1999, the Board approved a personal living and finance course to meet one of the mathematics requirements for the Modified Standard Diploma, followed by developing *Objectives for Personal Living and Finance* on which the course must be based.

During the fall of 2008, as part of the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA), a new statewide graduation requirement in economics and personal finance was proposed for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas. With that in mind, on October 23, 2008, the Board of Education approved a proposal to develop Standards of Learning for a high school course in economics and personal finance. On February 19, 2009, the Board

adopted the revised SOA, which included the economics and personal finance requirement for the diplomas noted above, effective with students entering the ninth grade in 2010-2011, and also continued to permit the use of a course in personal finance to satisfy a graduation requirement in mathematics for the Modified Standard Diploma.

On November 17, 2009, the Board adopted the *Economics and Personal Finance Standards of Learning*. In accordance with the timeline, the Department of Education took the following steps to produce a draft of the proposed Curriculum Framework for the 2010 *Economics and Personal Finance Standards of Learning* for the Board's first review:

- Convened a review committee that consisted of recommended individuals solicited from school divisions as well as economics and finance experts, and other stakeholders to participate in the process;
- Met with the review committee January 19 and 20, 2010; and
- Developed a draft of the Curriculum Framework for the 2010 *Economics and Personal Finance Standards of Learning.*

Summary of Major Elements:

In developing the proposed Economics and Personal Finance Curriculum Framework, the members of the review team first reviewed the concepts approved in previous documents related to economics and financial literacy, information included in the economics strand of the *History and Social Science Standards of Learning*, and the competencies required for students to complete career and technical education courses in accounting and finance. The resulting Curriculum Framework addresses concepts and principles that are important to economics at the macro level, but also direct attention to understanding and skills that students need to be knowledgeable consumers in many areas of daily life, such as further education, career preparation, major purchases, credit and debt, and savings and investments. The proposed Curriculum Framework aims to provide enough direction to ensure that students are exposed to the many aspects of informed decision making they will need for future success, and to serve as a foundation for continued study of economics and finance.

The Virginia Department of Education has developed the attached draft of the proposed Economics and Personal Finance Curriculum Framework (Attachment A).

Superintendent's Recommendation:

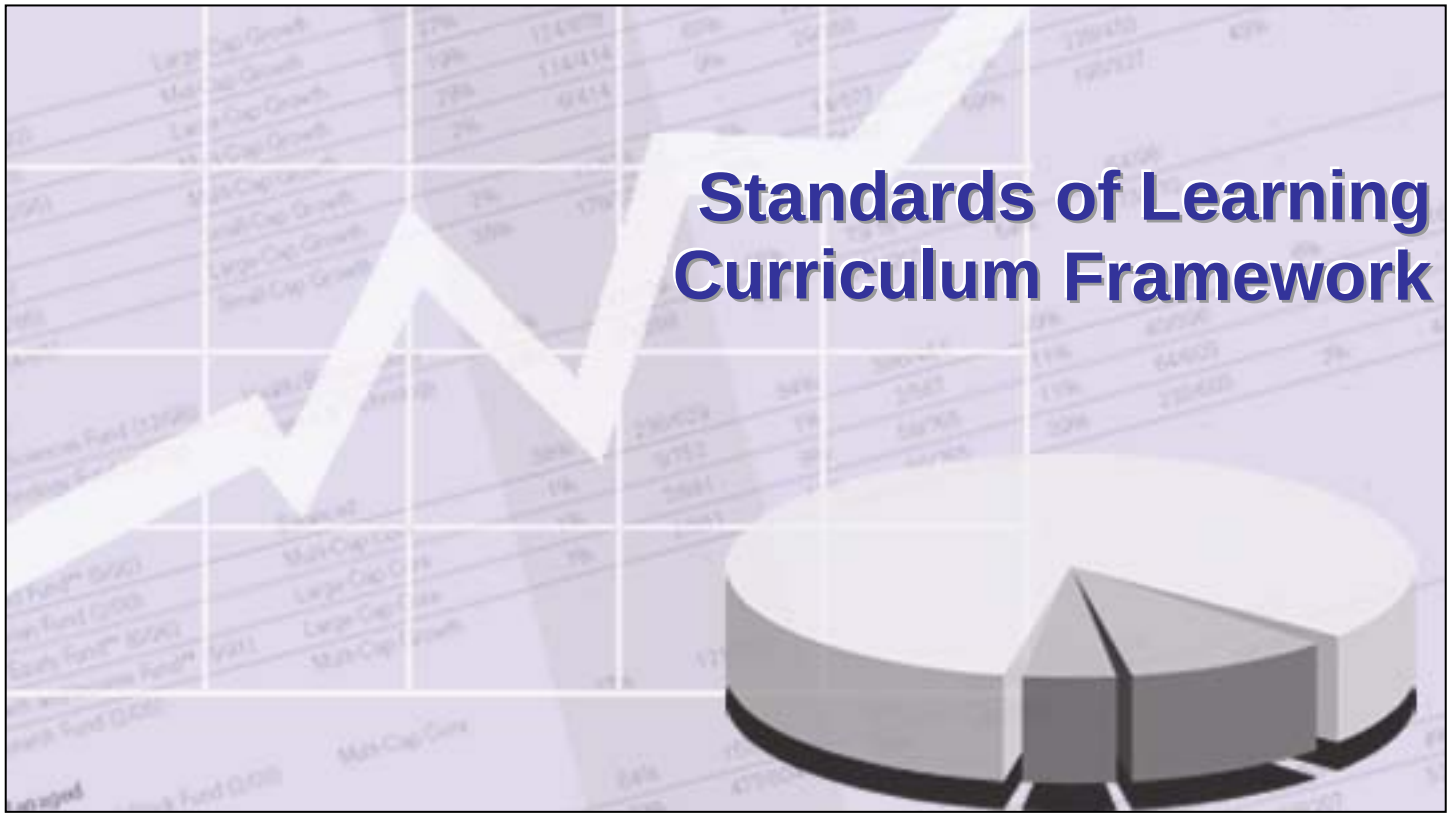
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed Curriculum Framework for the 2010 *Economics and Personal Finance Standards of Learning*.

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:

The *Standards of Learning* and Curriculum Framework review timeline calls for public comment, final review, and adoption of the Curriculum Framework for the 2010 *Standards of Learning* by the Board of Education.



Economics and Personal Finance

First Review Draft – March 18, 2010

Board of Education
Commonwealth of Virginia

Copyright © 2010
by the
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120
http://www.doe.virginia.gov

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

Superintendent of Public Instruction
Patricia I. Wright

Assistant Superintendent for Instruction
Linda M. Wallinger

Assistant Superintendent for Technology and Career Education
Lan Neugent

Office of Middle and High School Instructional Services
Beverly M. Thurston, History and Social Science Coordinator

Office of Career and Technical Education
Elizabeth Russell, Director
Judith Sams, Business and Information Technology Specialist

Edited by the CTE Resource Center
http://CTEresource.org

NOTICE
The Virginia Department of Education does not unlawfully discriminate on the basis of race, color, sex, national origin, age, or disability in employment or in its educational programs or services.

STANDARD EPF.1a

The student will demonstrate knowledge of basic economics concepts and structures by

a) describing how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Scarcity is the condition that exists when there are not enough resources to satisfy all of the competing uses. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced from all available resources. Resources are scarce; therefore consumers, businesses, and government decision-makers are forced to make choices. All choices have opportunity costs. Choices involve trading off the expected value of one opportunity against the expected value of its best alternative.	What is scarcity? Why do choices result in opportunity costs? How do consumers, businesses, and government decision-makers face scarcity of resources?	Scarcity is the condition of not being able to have all the goods and services one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced from all available resources. The opportunity cost of a choice is the value of the best alternative given up. Consumers face scarcity and must make choices and incur opportunity costs. For example, a consumer with two hours of free time cannot go ice skating for two hours and see a movie. Whatever choice is made, the alternative given up is the opportunity cost. Businesses face scarcity and must make choices and incur opportunity costs. Suppose a grocery is deciding whether to add a café or a pharmacy. It only has space for one. It makes a choice; the one not selected is the opportunity cost. Governments face scarcity and must make choices and incur opportunity costs. For example, money spent on roads cannot be spent on education—or whatever would be the next best alternative. A tradeoff is not an all-or-nothing decision. For example, government could choose to trade off some money for roads to spend more on education.	Identify a problem, consider alternatives, and identify trade-offs. Apply specific economics concepts to current events.

STANDARD EPF.1b

The student will demonstrate knowledge of basic economics concepts and structures by

b) explaining that choices often have long-run unintended consequences.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Choices made by individuals, firms, or government officials often have long-run consequences that can partially or entirely offset the initial effects of their decisions.	What is an unintended consequence?	People make decisions and governments make policies which sometimes have completely unexpected results, called unintended consequences. For example, off the coast of Florida, old tires were used to build reefs to attract fish; unfortunately, over time, the tires began to disintegrate, polluting the water, and the tires had to be removed.	Analyze individual and/or governmental actions for unintended consequences.

STANDARD EPF.1c

The student will demonstrate knowledge of basic economics concepts and structures by

c) describing how effective decision-making requires comparing the additional costs (marginal costs) and additional benefits (marginal benefits).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Few choices are all-or-nothing decisions. Most choices involve doing a little more or less of something.	What is marginal benefit? What is marginal cost? How can marginal benefit and marginal cost be used to improve decision-making?	Marginal benefit is the change in total benefit resulting from an action. Marginal cost is the change in total cost resulting from an action. As long as the marginal benefit of an activity exceeds the marginal cost, people are better off doing more of it; when the marginal cost exceeds the marginal benefit, they are better off doing less of it. For example, what is the marginal benefit of one more hour of exercise? Suppose the marginal cost is one more hour of study? To determine the best level of consumption of a product or whether to participate in an activity, people must compare the additional benefits with the additional costs of consuming or participating a little more or a little less.	Identify a problem, list alternatives, weigh costs and benefits of each alternative, and make a decision.

STANDARD EPF.1d

The student will demonstrate knowledge of basic economics concepts and structures by

d) identifying factors of production.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The factors of production are the productive resources used to produce goods and services. They include natural resources, human resources, capital resources, and entrepreneurship.	What are the factors of production?	There are four factors of production. **Natural resources** are "gifts of nature" and exist without human intervention. **Human resources** refer to the effort of people which is applied to the production of goods and services. There are two types of **capital resources**. Physical capital refers to manmade goods, such as tools, which are used to produce other goods. Human capital refers to the skills and knowledge a person has acquired through experience and/or education. **Entrepreneurs** are individuals who are willing to take risks, to bring the other resources together and develop new products, and start new businesses. They recognize opportunities, like working for themselves, and accept challenges. Entrepreneurs accept the risks in organizing resources to produce goods and services because they expect to earn a profit.	Apply specific economics concepts and principles to current events. Categorize specific resources.

STANDARD EPF.1e

The student will demonstrate knowledge of basic economics concepts and structures by
e) comparing the characteristics of market, command, tradition, and mixed economies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A variety of methods can be used to allocate goods and services. People acting individually or collectively through government choose which methods to use to allocate different kinds of goods and services. People in all economies must answer three basic questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them? National economies vary in the extent to which they rely on government directives (central planning) and signals from private markets to allocate scarce goods, services, and productive resources.	What are the three basic economics questions? How does each type of economy answer the three basic economic questions?	The three basic economics questions are 1. What goods and services will be produced? 2. How will these goods and services be produced? 3. Who will consume these goods and services? In a command economy the government or other central authority answers all of the questions. In a tradition economy, the answer to all questions is "What has always been done." In a market economy • consumers decide what will be produced by casting their "dollar votes" • producers choose the most profitable method of production • goods and services are consumed by those who are willing and able to pay the market price. In a market economy, scarce goods and services are allocated through the influence of prices on production and consumption decisions. A mixed economy is a combination. The United States is primarily a market economy; however, since it has some elements of government involvement (e.g., taxation and regulation) it is sometimes called a mixed economy. Most of the world's economies today are mixed economies and exist on a continuum between market and command. Some lean toward market; others lean toward command.	Weigh costs and benefits. Create and interpret diagrams, tables, and charts. Identify, analyze, and interpret primary and secondary sources, documents, records, and data. Apply specific economics concepts and principles to current events.

STANDARD EPF.1e

The student will demonstrate knowledge of basic economics concepts and structures by

f) identifying Adam Smith and describing the characteristics of a market economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Adam Smith, author of *The Wealth of Nations*, is often called the "father of economics." A market economy has certain basic characteristics including private ownership of resources, prices determined in markets, competition among businesses, consumer sovereignty, profit motive, and limited government.	What were some of Adam Smith's economic theories? What are the characteristics of a market economy, and why is each important?	Adam Smith believed that people, acting in their own self interest, would work hard and produce what consumers want as if directed by an invisible hand. Smith argued for trade, saying it opened new markets where surplus goods could be sold and allowed for cheaper goods to be imported. Smith believed that competition among businesses would keep prices in check. Smith believed there was a limited but important role for government to do things such as enforce contracts, grant patents and copyrights, and provide public works such as roads. Smith observed that specialization and division of labor in a pin factory allowed workers to produce many times more pins than if each worker had been working alone. Market economies are characterized by • private ownership of resources, which provides incentives for the owners of resources to weigh the value of present uses against the value of conserving the resources for future use • competition among businesses, which tends to lower prices and raise quality • prices determined in the marketplace through the interaction of supply and demand • consumer sovereignty, the concept that consumers' "dollar votes" tell businesses what to produce • profit motive, an incentive for businesses to produce what consumers demand and to produce those goods and services efficiently—keeping costs down—in hopes of earning greater profit • limited government that acts as a referee—protecting consumers, workers, the environment, and competition in the marketplace.	Apply specific economics concepts to current events. Analyze editorial cartoons and other graphic media. Identify, analyze and interpret primary and secondary sources, documents, records and data.

STANDARD EPF.2a

The student will demonstrate knowledge of the role of producers and consumers in a market economy by

a) describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People respond to positive and negative incentives. Incentives influence people's behavior. People respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.	What is an incentive? How do incentives influence behavior? How do consumers, producers, workers, savers, investors, and citizens respond to incentives?	A positive incentive is a reward or other enticement that encourages a behavior (e.g., prize, wages). A negative incentive is a penalty that discourages a behavior (e.g., library fine, parking ticket). Consumers, producers, workers, savers, investors, and citizens respond to incentives. For example, • value and/or a lower price is an incentive for consumers • profit is an incentive for producers • pay and benefits are incentives to workers • interest earned is an incentive for savers • capital gain is an incentive for investors (e.g., buying at $10 and selling at $15 results in a $5 capital gain) • citizens have an incentive to vote for politicians who share their views • interest groups have an incentive to seek to influence politicians to vote in ways that benefit their group.	Analyze editorial cartoons and other graphic media. Apply specific economics concepts to current events. Identify examples of incentives. Identify examples of consumer incentives and defend your selections.

STANDARD EPF.2b

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
b) explaining how businesses respond to consumer sovereignty.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Businesses must respond to the wishes of consumers in order to succeed.	What is consumer sovereignty? How do consumers tell businesses what they want?	Consumer sovereignty is the concept that consumers rule. In order to succeed, businesses must produce goods and services that consumers are willing and able to buy. Consumers tell businesses what they want through their dollar votes—that is, what they buy.	Use the Internet to identify products that are no longer produced, and explain why this is so.

STANDARD EPF.2c

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
c) identifying the role of entrepreneurs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The introduction of new products and production methods by entrepreneurs is an important form of competition and is a source of technological progress and economic growth.	What are entrepreneurs, and what is their business role? What are important incentives for entrepreneurs? How do entrepreneurs benefit society?	Entrepreneurs are people who take calculated risks in order to start new businesses and develop innovative products and processes. Entrepreneurs accept the risk of organizing resources to produce goods and services, and they expect to earn profits. Entrepreneurs earn profits when buyers purchase the products they sell at prices high enough to cover the costs of production. Entrepreneurs incur losses when buyers do not purchase the products they sell at prices high enough to cover the costs of production. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure. Independence in decision-making is another incentive important to entrepreneurs. Entrepreneurs increase competition by bringing new goods and services to market or delivering products in innovative ways. They often foster technological progress and economic growth.	Research specific entrepreneurs. Analyze primary and secondary sources related to entrepreneurship. Interview local entrepreneurs.

STANDARD EPF.2d

The student will demonstrate knowledge of the role of producers and consumers in a market economy by

d) comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Businesses may be organized as sole proprietorships, partnerships, corporations, franchises, or cooperatives. Each form of business has both costs and benefits.	What are the characteristics of each form of business organization? What are the costs and benefits of each form of business?	**Sole Proprietorship** • Benefits: The owner makes all decisions and keeps all profits. • Costs: The owner generally has limited financial resources. The owner also faces unlimited liability, which means if the company fails, the owner can lose personal assets along with business assets. **Partnership** • Benefits: Owners make decisions and keep the profits. They share responsibilities, and each has a unique set of skills and expertise. • Costs: Owners face unlimited liability, limited financial resources, and potential conflict with partners. **Corporation** • Benefits: Corporations are able to accumulate sufficient financial capital to make large-scale investments and achieve economies of scale (i.e., bringing down cost of production by producing in volume). They also have limited liability, meaning shareholder risk is limited to their share of ownership in the corporation. The corporation transcends the lives of those persons who created it. • Costs: Corporations face tax implications (e.g., double taxation—profits are taxed at the corporate level and again when distributed to shareholders as dividends). Corporations are more expensive to establish and are governed by more regulations.	Research local newspapers, direct mailings, telephone books, and other sources, and locate examples of local businesses. Categorize the businesses by type of organization, and defend your choices. Interview local business owners to determine how each business is organized and what the owners believe are the costs and benefits of his/her chosen form of organization.

STANDARD EPF.2d (continued)

The student will demonstrate knowledge of the role of producers and consumers in a market economy by

d) comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Cooperative • Benefits: Cooperatives are member-owned and operate for members' benefit (e.g. credit unions, agricultural cooperatives). Members enjoy discounted products and/or services, may receive refunds at the end of the year, face no personal liability, have a vote in how the business is run, and have interests similar to other members. • Costs: Decisions made by the group may not suit all members, and the decision-making process may be more complex and slower than in other organizations. **Franchise** • Benefits: Training and marketing is provided by the franchisor. The franchisee gains the exclusive right to sell in an area and benefits from product development. • Costs: The franchisee pays high franchise fees, enjoys a limited product line, and operates under strict guidelines and standards. Most businesses in the United States are organized as sole proprietorships. Corporations generate the most income.	

STANDARD EPF.2e

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
e) describing how costs and revenues affect profit and supply.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Profit is an incentive and reward for business owners. To survive, a business must earn a profit. Profit is the amount remaining when all costs are subtracted from all revenues. Rising costs tend to decrease profits and/or lead to higher prices of goods and services. Falling costs tend to increase profits and/or lead to lower prices of goods and services. A change in the cost of production influences how much of a good or service will be produced (supplied).	What is the difference between cost and price? What is the difference between revenue and profit? How is profit calculated? How can changes in costs of production affect profits and the price of the goods or services produced? How do changes in costs of production affect the quantity of a good or service that will be produced (supplied)?	Cost is the money spent for the inputs used (e.g., labor, raw materials, transportation, energy) in producing a good or service. Revenue is the income generated by the sale of goods and services (price × quantity). Price is the amount consumers pay for a good or service. Profit = Total Revenue − Total Cost When costs of inputs rise, (a) profits will fall and/or (b) the price of the good or service will be increased and sales may decrease. (For example, when the cost of lumber goes up, homebuilder profits will fall or the price of houses will go up.) When costs decrease through a reduction in the cost of inputs (a) profits can increase or (b) the price of the good or service can be decreased and sales may increase. (For example, when the cost of lumber decreases, homebuilder profits will increase and/or the price of houses will decrease.) Supply refers to the quantity of a good or service that will be brought to market at every price at a given time. When cost of production rises, supply will decrease; when cost of production decreases, supply will increase.	Calculate total revenue, total cost, and profit.

STANDARD EPF.2f

The student will demonstrate knowledge of the role of producers and consumers in a market economy by

f) describing how increased productivity affects costs of production and standard of living.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Increased productivity leads to reduced costs of production and higher standards of living for societies.	What is productivity? What is an increase in productivity? How do increases in productivity affect costs of production? What is economic growth? How do increases in productivity affect economic growth? What is Gross Domestic Product? What is Gross Domestic Product per capita? What is standard of living? How can an individual's standard of living differ from the nation's standard of living? How does economic growth affect a nation's standard of living?	Productivity refers to output per worker. Productivity is measured by dividing output (goods and services) by the number of inputs used to produce the output. An increase in productivity occurs when the same output can be produced with fewer resources. Since fewer resources are used, costs of production are reduced. (For example, when Henry Ford introduced the assembly line, cars could be built with many fewer man-hours, an increase in productivity. Because less was spent on labor, the cost of production went down, the price of cars went down, and more cars were sold.) Gross Domestic Product (GDP) is a basic measure of a nation's economic output and income. It is the total market value, measured in dollars, of all final goods and services produced in the economy in one year. Economic growth is a sustained rise in a nation's production of goods and services. Economic growth is measured by real Gross Domestic Product (GDP). Real GDP per capita is the measure most often used to measure standard of living. Real GDP per capita is calculated by dividing a nation's real GDP by its population. It is what each person's share would be if the total output of a country was divided equally among its citizens.	Compare the GDP and GDP per capita among a variety of countries. Analyze the impact of increases in productivity on the standard of living. Calculate changes in productivity.

STANDARD EPF.2f (continued)

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
f) describing how increased productivity affects costs of production and standard of living.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		An increase in real GDP over time indicates economic growth, which means the nation is producing more goods and services than the year before. A decrease in real GDP over time indicates economic contraction. As the productivity of labor improves, an economy grows, real GDP per capita increases, and standard of living rises. Economic growth has been the vehicle for alleviating poverty and raising the standard of living.	

STANDARD EPF.2g

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
g) examining how investment in human capital, capital goods, and technology can improve productivity.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Increases in productivity result from advances in technology and improvements in physical and human capital. Investment in physical and human capital can increase productivity and thus raise future standards of living by increasing economic growth.	How do investments in human capital, capital goods, and technology improve productivity?	People invest in their human capital through education, training, and experience. Through investment in human capital, workers learn how to produce more efficiently, thus increasing productivity. Workers can also improve their productivity by using physical capital (or real capital), such as tools and machinery. Research and development can lead to increased productivity. Technological change can lead to increased productivity. Improvements in processes and procedures can increase productivity. The rate of productivity increase is strongly affected by the incentives that reward successful innovation and investments in research and development and in physical and human capital. Economic growth varies across countries because of differences in human and physical capital investments, technologies, and institutional arrangements and incentives.	Research technological changes to identify improvements in productivity. Cite examples of changes in productivity throughout history resulting from improvements in processes and procedures.

STANDARD EPF.2h

The student will demonstrate knowledge of the role of producers and consumers in a market economy by

h) describing the effects of competition on producers, sellers, and consumers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Competition among sellers lowers costs and prices. Competition also encourages producers to produce more of what consumers are willing and able to buy. Competition among consumers increases prices and allocates goods and services to those who are willing and able to pay the most for them.	How does competition among sellers affect consumer prices and consumer choices? How does competition among consumers affect prices?	Competition among producers and sellers leads to more choices, improved quality, and lower prices as producers seek to attract customers away from other businesses. Competition among consumers leads to higher prices and allocates goods to those willing to pay the most (e.g., several buyers bidding at an auction push the price up).	Analyze the effects of competition among competing firms. Analyze the benefits to the consumer of competition among sellers.

STANDARD EPF.2i

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
i) explaining why monopolies or collusion among sellers reduces competition and raises prices.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Monopolies and collusion among sellers eliminate competition. In industries with less competition, prices are likely to be higher.	What are the characteristics of competitive and uncompetitive markets? What is an industry? How are prices affected when markets are more competitive? Less competitive? What is collusion?	An industry is a distinct group of productive or profit-making enterprises sharing similar products or services (e.g., the automobile industry). The level of competition in an industry is affected by the ease with which new producers can enter the industry and by consumers' information about the availability, price, and quantity of substitute goods and services. Collusion among buyers or sellers reduces the level of competition in a market. Collusion is more difficult in markets with large numbers of buyers and sellers. Markets with perfect competition have many buyers with perfect information and sellers all selling identical products. Sellers here have no market power—no control over the market price. (For example, a grower of plain white rice can only sell at the market price; no one will pay more because they can get plain white rice from any supplier at that price.) A monopoly has one supplier of a product. The seller here has market power and can control both price and quantity. When there are few sellers (oligopoly), competition is limited, and producers are able to gain more control of the market.	Apply concepts to current markets, for example: • Identify industries which are less competitive than others. • Compare competition among industries.

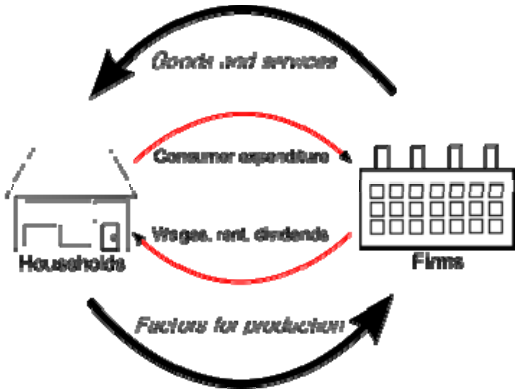
STANDARD EPF.2i (continued)

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
i) explaining why monopolies or collusion among sellers reduces competition and raises prices.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		When one producer can supply total output in a market at a cost that is lower than when two or more producers divide production, competition may be impossible. (This is known as a natural monopoly.) In the absence of competition, government regulations may then be used to try to control price, output, and quality. Collusion occurs when competing firms make a secret agreement to try and control a market. Collusion (practiced by cartels) is illegal in the United States.	

STANDARD EPF.2j

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
j) illustrating the circular flow of economic activity.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy. One person's spending is other people's income. When consumers make purchases, goods and services are transferred from businesses to households in exchange for money payments. That money is used in turn by businesses to pay for natural resources, human resources, and capital goods and to pay taxes. The circular flow model illustrates this flow of economic activity.	What does the circular flow diagram show? How does the circular flow model illustrate the way in which resources, goods and services, and money flow among individuals, businesses, and governments in a market economy?	The circular flow diagram illustrates the way in which resources, goods and services, and money flow among individuals, businesses, and governments in a market economy.  In a market economy, resources are owned by the households; this includes natural, capital, and human resources and entrepreneurial skills. Individuals in households may take their resources to market (called the factor market, referring to the factors of production) and sell them; they may choose not to sell their resources (as in people who choose not to work for pay). Businesses go to the factor market and buy or hire the resources they need to produce goods and services.	Interpret charts and graphs. Analyze current events as they apply to the circular flow model.

STANDARD EPF.2j (continued)

The student will demonstrate knowledge of the role of producers and consumers in a market economy by

j) **illustrating the circular flow of economic activity.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Households generally receive income from the sale of resources; they can spend this money or save it. Households may take their income to the goods and services market to buy the things they want. Firms in the goods and services market take the money from those sales to order more from the businesses. The businesses buy more resources to produce more and the money continues to flow through the economy. Government can be added to the simple circular flow as it buys goods, services, and resources in order to produce certain goods and services. Tax on income and sales is collected by the government to pay for government-provided goods and services (e.g., interstate highways, postal service). Financial institutions can be added to the economic model to show how savings find their way back into the economy through borrowing and investment.	

STANDARD EPF.3a

The student will demonstrate knowledge of the price system by

a) examining the laws of supply and demand and the determinants of each.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
When supply or demand changes, market prices adjust, affecting incentives. Prices send signals and provide incentives to buyers and sellers. Factors (other than the price of the good or service) which can influence demand or supply are called determinants.	What is supply? What is the law of supply? What are the determinants of supply? What is demand? What is the law of demand? What are the determinants of demand? What is the role of prices? How does a price change affect incentives for buyers and sellers?	Supply is the willingness and ability to bring to market (produce/sell) specific quantities of a good or service at different prices in a specific time period, all things remaining the same. The law of supply states that producers will increase the quantity supplied at higher prices and decrease the quantity supplied at lower prices, if everything else remains the same. When graphing supply and demand, this is known as a change in quantity supplied. Determinants of supply can change supply. A change in supply results from • changes in the prices of productive resources used to make the good or the service • changes in the technology used to make the good or the service • changes in the profit opportunities available to producers by selling other goods or services • changes in the number of sellers in a market • changes in the expectations of producers. When graphing, this is known as a change in supply. Demand is the willingness and ability to buy specific quantities of a good or service at different prices in a specific time period, all things remaining the same. The law of demand states that people will buy more of a good or service at lower prices and less at higher prices, if everything else remains the same. When graphing, this is known as a change in quantity demanded.	Create and interpret a supply-and-demand graph.

STANDARD EPF.3a (continued)

The student will demonstrate knowledge of the price system by

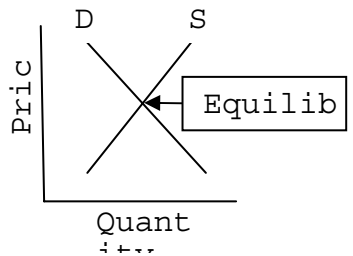
a) **examining the laws of supply and demand and the determinants of each.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Determinants of demand can change demand. A change in demand results from • a change in consumers' incomes or preferences • a change in the prices of related goods or services (complements or substitutes) • a change in the number of consumers in a market • a change in the expectations of buyers. When graphing, this is known as a change in demand. Changes in supply or demand are illustrated by shifts in the supply or demand schedule (curve). These changes will affect the equilibrium price and /or equilibrium quantity. Prices provide a signal to both buyers and sellers. For example, rising oil prices provide an incentive for consumers to drive less or buy more efficient cars. Rising prices for labor provide an incentive for employers to substitute robots or other technology for labor.	

STANDARD EPF.3b

The student will demonstrate knowledge of the price system by

b) explaining how the interaction of supply and demand determines equilibrium price.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services. Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.	What is a market? How are market prices determined? What is equilibrium price? How can a supply-and-demand graph be used to find equilibrium price? What happens when price for a good or service is higher than the equilibrium price? What happens when price for a good or service is lower than the equilibrium price? How does the graph show what happens to the equilibrium price when one of the determinants of demand or supply changes?	A market exists when buyers and sellers exchange goods and services. Market prices are determined through the buying and selling decisions made by buyers and sellers. The equilibrium price of a good or service is the one price at which quantity supplied equals quantity demanded. Equilibrium price and quantity are revealed on a supply-and-demand graph where the supply and demand curves intersect.  If the price is above the equilibrium price, buyers will purchase less than is available, and suppliers will offer more, creating a surplus. When a surplus exists, prices will decrease until they reach the equilibrium price. If the price is below the equilibrium price, buyers will want to buy more than is available, and suppliers will want to supply less. This will result in a shortage. Buyers will bid the price up until it reaches equilibrium price.	Create and interpret supply-and-demand graphs.

STANDARD EPF.3b (continued)

The student will demonstrate knowledge of the price system by

b) **explaining how the interaction of supply and demand determines equilibrium price.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases. When one of the determinants of demand changes, the demand curve will shift, resulting in a new equilibrium price and quantity. When one of the determinants of supply changes, the supply curve will shift, resulting in a new equilibrium price and quantity.	

STANDARD EPF.3c

The student will demonstrate knowledge of the price system by
c) describing the elasticity of supply and demand.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A variety of factors influence the degree to which buyers and sellers respond to price changes.	What is elasticity? What determines price elasticity of demand? What determines price elasticity of supply?	Elasticity describes the degree to which buyers and sellers respond to price changes. The more elastic supply or demand, the more responsive consumers and producers are to price changes (e.g., prices go up 10% and quantity demanded goes down by 20%). The more inelastic supply or demand, the less responsive producers are to price changes. Price inelasticity means that consumers or producers are not very responsive to price changes (e.g., prices go up by 10% and quantity demanded goes down by 2%). Price inelastic demand is typical for goods or services that are necessities, have no good substitutes, and/or are inexpensive relative to one's income (e.g., insulin, electricity, salt). Elasticity of supply is determined by the availability of the raw materials needed for production, available production capacity, and the time period required to produce more of the good or service. For example, the supply of seats in a football stadium is fixed; thus the supply is inelastic (higher prices offered for tickets will not produce more seats in the short run). The supply of lawn mowing service is elastic. At a higher price more people will be willing to supply the service. On the other hand, if there is an increase in the price of strawberries, farmers cannot increase their production immediately, so the supply will be inelastic. Price elastic demand is typical for goods or services that are luxuries or have good substitutes (e.g., expensive cars, a brand of soft drink).	Create and interpret supply-and-demand graphs. Conduct a market survey to determine the elasticity of several products (e.g., tolls on highways).

STANDARD EPF.3d

The student will demonstrate knowledge of the price system by

d) examining the purposes and implications of price ceilings and price floors.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Government-enforced price controls set above or below the equilibrium price distort price signals and incentives to producers and consumers. Price ceilings cause persistent shortages, whereas price floors cause persistent surpluses. Price controls are often advocated by special interest groups.	What are government-enforced price ceilings and price floors? Why might the government institute a price ceiling or price floor? What are the effects of government-enforced price ceilings and price floors?	**Price Ceilings** A price ceiling sets the highest price that can be charged for a good or service. The price is generally set below the equilibrium price and results in a shortage. Rent control is an example of setting a price ceiling. Some cities instituted rent controls when housing prices were rising rapidly and current city residents could no longer afford rent. Rent controls have resulted in a shortage of apartments because they require owners to accept a price that is lower than the equilibrium price. Rather than accept the low price, owners often convert the apartments to condominiums and sell them, thus decreasing the supply of available apartments. **Price Floors** A price floor sets the lowest price at which one can buy a good or service. Price floors are generally set above the equilibrium price and result in a surplus. Milk support pricing is an example of setting a price floor. Government wanted to be sure that dairy farmers would be guaranteed a price high enough to keep them in business. Since the price is higher than the equilibrium price, consumers buy less milk and dairy farmers supply more milk, creating a surplus of milk.	Research examples of price ceilings and floors to determine the impact on specific markets.

STANDARD EPF.4a

The student will demonstrate knowledge that many factors affect income by

a) **examining the market value of a worker's skills and knowledge.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Income for most people is determined by the market value of the productive resources they sell.	What determines market value of a resource? How is the market value of a worker's skills and knowledge determined?	To earn income, people sell productive resources. These include their labor, capital, and natural resources and entrepreneurial talents. In a market economy, the market value of a resource is determined primarily by the supply and demand for that resource. A wage or salary is the price of labor; it usually is determined by the supply of and demand for the skills and knowledge (human capital) a person has.	Research potential careers to determine required knowledge, skills, and starting salaries.

STANDARD EPF.4b

The student will demonstrate knowledge that many factors affect income by
b) **identifying the impact of human capital on production costs.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Businesses seek to lower production costs in order to increase profits. As workers invest in their own human capital and become more skilled, they become more productive (i.e., can produce more in the same amount of time) which can lower the cost of production.	What is human capital? How do improvements in human capital affect productivity? How do improvements in productivity affect cost of production?	When people improve their knowledge and skills through education and/or experience, it is called an investment in their human capital. Higher skilled workers increase productivity by producing more in the same period of time than lower skilled workers. Increases in productivity tend to lower cost of production. If four workers can accomplish the same amount of work in a day as five workers, this is an increase in productivity which saves the business the wages of one worker.	Calculate an increase in productivity. Create and interpret charts and graphs illustrating increase in productivity.

STANDARD EPF.4c

The student will demonstrate knowledge that many factors affect income by

c) **explaining the relationship between a person's own human capital and the resulting income potential.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few marketable skills are likely to earn much less than people with more skills. When people improve their knowledge and skills through education and/or experience, it is called an investment in their human capital. What workers earn depends primarily on the market value of what they produce and how much they add to its production. More productive workers—those who can produce more in a given period of time—are likely to be of greater value to employers and earn higher wages than less productive workers. Employers are willing to pay wages and salaries to workers because they expect to sell the goods and services those workers produce at prices high enough to cover the wages and salaries and all the other costs of production. Changes in the prices for productive resources affect the incomes of the owners of those productive resources.	What is an investment in human capital, and how might it affect one's income? Why might skills and knowledge make a worker more productive? Why might employers pay higher wages to more productive workers? What is market value? How does the market value of what one produces affect one's income?	Unskilled workers earn low pay because many people can qualify for that work; employers do not have to pay more to attract these workers. As people gain human capital (knowledge and/or skills) and practice in a field, they become more efficient and productive in that field. This can lead to higher income because employers prefer more productive workers. Market value is the price a seller can expect to receive for a product in the marketplace. What workers earn depends primarily on the market value of the goods and/or services they produce (i.e., what the market is willing and able to pay) and how much they add to the process of its production. For example, a surgeon earns more than the people who assist her in surgery because she adds the most value to the production of that service. Workers with skills and education also earn more when there is a smaller supply of people who can do the job because businesses and consumers who want those higher skills must pay more. People with more skills and knowledge tend to earn more. For this reason, many people choose to invest in their human capital through education and/or training.	Research the effect of education, training, and experience on income.

STANDARD EPF.4d

The student will demonstrate knowledge that many factors affect income by

d) **describing how changes in supply and demand for goods and services affect income.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Changes in supply and demand for specific goods and services often affect the incomes of the workers who make those goods and services.	What is derived demand? How can increases or decreases in the demand for a good or service affect the income of the producers of those goods and services?	The demand for resources, including labor, comes from, or is derived from, the demand for the goods and services that are produced from these resources. This condition is known as derived demand. An increase in the demand for a good or service will lead to an increase in demand for the resources needed to produce that good or service. For example, an increase in demand for new homes will increase the demand for carpenters. The increase in demand for carpenters will likely lead to an increase in the income of carpenters. A decrease in the demand for a good or service will lead to a decrease in the demand for the resources needed to produce that good or service. This can lead to a decrease in the income of those who supply raw materials and other factors or production. For example, the use of computers may lead to decreased demand for notebook paper, which would lead to a decrease in income for wood pulp producers who sell to paper mills. Excess supply (surplus) can lead to a decrease in demand for workers to produce additional supply. For example, demand for auto workers decreases when sluggish sales results in excessive inventories of automobiles.	Identify current events for examples of changes in derived demand.

STANDARD EPF.5a

The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by

a) **describing economic indicators, such as gross domestic product (GDP), consumer price index (CPI), and unemployment rate.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by households, firms, government agencies, foreign markets, and others in the economy. Economic goals include • full employment, which is measured by the unemployment rate • stable prices, measured by indices such as the Consumer Price Index • economic growth, measured by real gross domestic product (GDP).	What indicators measure economic performance? What is gross domestic product (GDP)? What is real GDP? What is GDP per capita? What is the most commonly used measure of price-level changes? What measures unemployment? What is the labor force? Why are these measures imperfect?	Gross domestic product (GDP) is a basic measure of a nation's economic output and income. It is the total market value of all final goods and services produced in the economy in one year. Nominal GDP is measured in current dollars; thus an increase in GDP may reflect not only increases in the production of goods and services, but also increases in prices. GDP adjusted for price changes is called real GDP. Economic growth is measured by real gross domestic product. Real GDP per capita is a measure that permits comparison of material living standards over time and among people in different nations. It is calculated by dividing real GDP by the population. The potential GDP for a nation is determined by the quantity and quality of its natural resources, the size and skills of its labor force, and the size and quality of its capital resources. The consumer price index (CPI) is the most commonly used measure of price-level changes. It can be used to compare the price level in one year with price levels in earlier or later periods. (It is an imperfect measure because the market basket of goods included cannot reflect everyone's spending, and it does not take into account improvements in those products.) The unemployment rate indicates the level of unemployment in the country. The unemployment rate is the percentage of the labor force (not population) who are not working and are actively seeking paid work. The labor force includes persons over age 16 who are working for pay or actively seeking paid work. The unemployment rate is an imperfect measure because it does not (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs or (2) reflect under-employed people such as part-time workers who are looking for full-time work.	Research current economic indicators. Calculate GDP per capita for the United States. Compare GDP and GDP per capita of countries such as China, India, Switzerland, and Japan.

STANDARD EPF.5b

The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by
b) **describing the causes and effects of unemployment, inflation, and reduced economic growth.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
When total demand is greater than the value of a nation's output of final goods and services, GDP rises, inflation occurs, and/or employment rises. When desired expenditures for consumption, investment, government spending, and net exports are less than the nation's output of final goods and services, GDP decreases and inflation and/or employment decreases. Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others. In the long run, inflation results from an increase in a nation's money supply that exceeds an increase in its output of goods and services.	What are the causes and costs of unemployment? What is inflation? What are the effects of inflation? What is deflation? What are the effects of deflation? What are the causes and effects of reduced economic growth?	Unemployment rates differ for people of different ages, races, and gender. This reflects differences in work experience, education, training, and skills. Unemployment can be caused by people changing jobs, seasonal fluctuations in demand, changes in the skills needed by employers, or cyclical fluctuations in the level of national spending. Unemployment has costs for society as well as for individuals. When unemployment is high, the economy will not produce as much as it could. Inflation is an increase in the general level of prices. It reduces the value of money. When people's incomes increase more slowly than the inflation rate, their purchasing power declines. Cost-push inflation occurs when businesses raise prices to cover increasing costs, such as higher oil prices or rising wages. Demand-pull inflation occurs when demand for goods and services is greater than the supply. This can occur when people, anticipating higher prices, buy more in the present and push for higher wages, causing a wage-price spiral. Inflation also results from increases in a nation's money supply that exceeds increases in its output of goods and services.	Create charts to compare historical levels of inflation, deflation, unemployment, and economic growth.

STANDARD EPF.5b (continued)

The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by

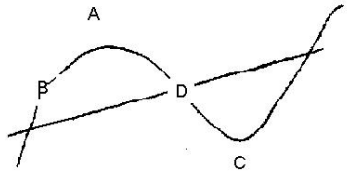
b) describing the causes and effects of unemployment, inflation, and reduced economic growth.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		The costs of inflation are different for different groups. Unexpected inflation hurts savers and people on fixed incomes; it helps people who have borrowed money at fixed rates of interest. Deflation is a decrease in the general level of prices. It increases the value of money and decreases the value of tangible assets such as homes. Deflation is generally accompanied by rising unemployment. Consumers, worried about the future, reduce spending, causing more unemployment. The process can become a downward spiral.	

STANDARD EPF.5c

The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by

c) **describing the fluctuations of the business cycle.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The nation's economy experiences alternating periods of expansion (growth) and contraction (slowdown), called the business cycle. Each phase of the business cycle has certain characteristics.	What is the business cycle? What does a model of the business cycle look like? What are the phases of the business cycle and the characteristics of each? What is a recession? What is a depression?	The business cycle is the pattern of alternating periods of expansion (growth) and contraction (slowdown) in the economy. The model of the business cycle looks like a roller coaster going up and down but trending upward over time.  The business cycle has several phases. When the business cycle is moving upward it is in the *expansionary phase* (B), with unemployment decreasing and growth increasing. Ultimately, the economy will reach a *peak* (A), likely to be characterized by low unemployment and inflation. The economy will eventually begin to slow and enter a *contractionary phase* (D), with unemployment rising and growth slowing. Finally, the economy will bottom out in the phase known as the *trough* (C), where growth will be slow, prices low, and unemployment high. A prolonged contraction is called a recession; if it is especially long and severe it is called a depression. At some point, the economy will begin to grow again and enter the expansionary phase. Classical economists like Adam Smith believed the economy to be self-correcting in the long run. During the Great Depression, British economist John Maynard Keynes famously said, "In the long run we're all dead," and recommended government action to stimulate demand and get the economy going again.	Interpret diagrams, tables, and charts.

STANDARD EPF.5d

The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by

d) **describing strategies for achieving national economic goals.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Economic goals include full employment, stable growth, and stable prices. Government can pursue policies aimed at stabilizing the economy.	Why do market economies tend to have economic growth? What can the government do to help the economy toward full employment, stable prices, and stable growth?	Market economies tend to grow because there are incentives which encourage people to work, entrepreneurs to bring innovations to market, and businesses to expand, pursuing increased profits. When growth is slow and unemployment high, government can • implement policies such as investment tax credits to encourage businesses to expand and hire more people • implement job training programs to help the unemployed • use fiscal policy (e.g., changes in federal taxes and spending) to help the economy toward full employment, stable prices, and stable growth. The Federal Reserve System can use monetary policy to help the economy toward full employment, stable prices, and stable growth. Ongoing governmental economic support includes • working to assure the health of the nation's financial institutions through regulation and enforcement • supporting unemployment insurance, which helps stabilize the economy in times of slow growth • encouraging invention, innovation, and growth through patent and copyright laws • promoting pure research (e.g., Human Genome Project) through grants and programs such as NIH (National Institutes of Health).	

STANDARD EPF.6a

The student will demonstrate knowledge of the nation's financial system by

a) **defining the role of money.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	What is money? What are the characteristics of money? How does money make it easier to trade, borrow, save, invest, and compare the value of goods and services? What is the difference between fiat money and commodity money? What makes up the basic money supply in the United States?	Money is anything widely accepted as final payment for goods and services. Money has six characteristics: durability, portability, divisibility, uniformity, limited supply, and acceptability. Money acts as a medium of exchange, making trade easier. Money encourages specialization by decreasing the costs for exchange. Money acts as a store of value, making it easier to save and invest. Money acts as a measure of value, making it easier to compare the value of goods and services. Commodity money (e.g., gold coin) has value in itself, while fiat money (e.g., U.S. dollar) has value because the government has declared that it is acceptable for paying debts. The basic money supply in the United States is made up of currency, coins, and checking account deposits.	

STANDARD EPF.6b

The student will demonstrate knowledge of the nation's financial system by
b) **explaining the role of financial markets and financial institutions.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Financial markets bring together people who have money to lend and are willing to take risks to earn a return with people who want to borrow for a specific purpose. Financial institutions act as intermediaries by facilitating the interaction of borrowers and savers in financial markets.	What is a financial institution? What are the benefits of having financial institutions in the economy? What are some of the types of financial institutions? How do financial institutions channel funds from borrowers to savers? What is government's role in financial markets?	A financial institution is an organization that provides financial products and services to consumers. Financial institutions provide products like checking and other accounts that help consumers manage money. They provide services and advice to help consumers meet their financial goals. Financial institutions can provide a safe place for individuals to hold money, and they help channel money from savers to borrowers. Banks, credit unions, and insurance companies are examples of financial institutions. Financial institutions attract funds from savers by offering interest rates on savings. Financial institutions use depositors' savings to earn income by lending to borrowers or investing in other financial products. Financial institutions are able to pool the savings of many individuals in order to make loans to borrowers. Banks create money by lending. Government protects consumers in financial markets through regulation and enforcement by agencies such as the Securities and Exchange Commission and the Federal Reserve System.	Compare the services offered by various financial institutions.

STANDARD EPF.7a

The student will demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices by

a) **describing the purpose, structure, and function of the Federal Reserve System.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The Federal Reserve System, often called the Fed, is the central banking system of the United States. The goal of the Federal Reserve System is to help the economy achieve stable prices, full employment, and economic growth. The structure of the Federal Reserve System helps to ensure that regional information is represented in national policy decisions and that the Fed remains accountable to the people.	What is the goal of the Federal Reserve System? How is the Federal Reserve System structured? How does the Federal Reserve System achieve its goal? What are the tools the Federal Reserve System uses to influence overall levels of spending, employment and prices in the economy? What is the purpose of the supervisory and regulatory functions of the Federal Reserve System? What are some of the services of the Federal Reserve System?	The goal of the Federal Reserve System is to help the economy achieve stable prices, full employment, and economic growth. The Federal Reserve System's responsibilities include conducting monetary policy; supervising and regulating financial institutions; and providing services to depository institutions, the federal government, and the public. Twelve regional Federal Reserve Banks and their branch offices carry out the day-to-day responsibilities of the Federal Reserve System. The Board of Governors of the Federal Reserve System, whose members are appointed by the President of the United States and confirmed by the U.S. Senate, provides leadership for the Federal Reserve System. The Federal Open Market Committee (FOMC) is responsible for making monetary policy decisions. The FOMC is composed of members of the Board of Governors and presidents of the twelve Federal Reserve Banks. Monetary policy can lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy. The major monetary policy tool of the Federal Reserve System is open market operations (purchases and sales of government securities). Other policy tools include increasing or decreasing the discount rate charged on loans it makes to banks (and other depository institutions) and raising or lowering reserve requirements for those same financial institutions. The Federal Reserve System supervises and regulates banks to promote the safety and soundness of the banking system, to foster stability in financial markets, and to ensure compliance with applicable laws and regulations. The Federal Reserve System provides other services including supplying paper money and coin to banks, processing checks and electronic payments, and protecting consumers through regulation and education.	Analyze actions taken by the Federal Reserve System, e.g., raising or lowering interest rates.

STANDARD EPF.7b

The student will demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices by
b) **describing government's role in stabilizing the economy.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Federal government fiscal policies, along with the Federal Reserve System's monetary policies, influence the overall levels of employment, output, and prices. Fiscal policy decisions are decisions to change the level of spending and tax levels by the federal government. These decisions are adopted to influence national levels of output, employment, and prices. The Federal Reserve System is a mix of public and private elements.	When would the government be likely to pursue expansionary fiscal policy? How would the fiscal policy tools be used in this case? When would the government be likely to pursue contractionary fiscal policy? How would the fiscal policy tools be used in this case? How does monetary policy affect the overall levels of prices, employment, and output?	Under conditions of slow growth or high unemployment, expansionary fiscal policy could stimulate the economy. In the short run, increasing federal spending and/or reducing taxes can promote more employment and output, but these policies eventually put upward pressure on the price level and interest rates. Under inflationary conditions, the government may choose contractionary fiscal policy to slow the economy. Decreased federal spending and/or increased taxes tend to lower price levels and interest rates, but they reduce employment and output levels in the short run. Monetary policy decisions by the Federal Reserve System lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy. Monetary policy affects interest rates in the economy. Interest rates act as incentives that influence people's spending and saving decisions. To fight inflationary pressure, the Federal Reserve System could implement monetary policy that causes higher interest rates in the economy. Higher interest rates would discourage personal and business borrowing and spending and relieve inflationary pressure.	Create and interpret charts and graphs. Select and defend a position related to fiscal and monetary policies. Analyze the impact of fiscal and monetary policies on the economy.

STANDARD EPF.7c

The student will demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices by
c) **describing sources of government revenue.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Federal, state, and local governments collect taxes and fees to pay for the goods and services they provide.	What is the source of revenues for local governments? What is the source of revenues for state governments? What is the source of revenues for the federal government?	Most local governments depend primarily on property taxes. Most state governments depend on sales and income taxes. The federal government gets the majority of its revenue from individual income taxes. Other sources include • payroll taxes for Social Security and Medicare programs (i.e., Federal Insurance Contributions Act – FICA) • corporate income taxes • excise taxes (e.g., tax on cigarettes and alcohol) • fees (e.g., park entrance fees) • tariffs (i.e., taxes on certain imports, such as steel and sugar, for the purpose of protecting domestic producers).	Create and interpret charts. Analyze primary and secondary sources.

STANDARD EPF.7d

The student will demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices by
d) **explaining balanced budget, deficit, and national debt.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The federal government's annual budget is balanced when its revenues from taxes and user fees equal its expenditures. A budget deficit results when spending exceeds revenues. The national debt is the sum of what the federal government owes.	When is the federal government's budget balanced? What is a budget deficit? What is a budget surplus? Where does the federal government get the money to pay its expenditures when it has a deficit? What is the cost of the national debt?	When federal government revenues and expenditures are equal, the budget is balanced. The federal budget is in deficit when the government's expenditures exceed its revenues. The federal budget is in surplus when the government's revenues exceed its expenditures. When the budget is in deficit, the government must borrow by selling securities to individuals, corporations, financial institutions, and/or other governments to finance that deficit. The national debt is the total amount of money the federal government owes. This is the sum of all its past annual deficits and surpluses. The government pays interest on the money it borrows to finance the national debt. The money spent on this debt service (interest) is not available to pay for other government priorities.	Analyze primary and secondary resources. Select and defend a position related to this standard. Create and interpret charts and tables.

STANDARD EPF.8a

The student will demonstrate knowledge of the role of government in a market economy by

a) **identifying goods and services provided by government to benefit society.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Governments may provide an alternative method to supply goods and services when the benefits to society of doing so outweigh the costs to society.	What are some of the goods and services provided by government? Why are these goods and services not provided by the private market?	The government provides goods and services such as military protection, street lights, and police protection. These goods and services may not be provided by the private sector because it would not be profitable for them to do so when non payers might enjoy the benefits. Though schools, roads, and fire protection can be provided by the private sector, the government generally provides them as these services benefit society as a whole. An educated public benefits the whole society. Roads facilitate trade. If one person's house burns and the fire department refuses to come due to nonpayment, neighboring houses may also catch fire.	Weigh costs and benefits. Select and defend a position related to this standard. Analyze political cartoons.

STANDARD EPF.8b

The student will demonstrate knowledge of the role of government in a market economy by

b) **identifying the role the government plays in providing a legal structure to protect property rights and enforce contracts.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
An important economic role for government is to define, establish, and reinforce property rights. Markets do not allocate resources effectively if property rights are not clearly defined or reinforced. A property right to a good or a service includes the right to exclude others from using a good or service and the right to transfer the ownership or the use of the resource to others.	What are property rights? What is a contract? How do property rights and the contract enforcement affect economic activity? How does government enforcement of weights and measures affect consumers?	Property rights give people the right to use their possessions as they choose (within the limits of the law). Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services. A contract is a legal agreement enforceable by law. Without property rights there would be little incentive to invest. People invest in what they own because they expect to earn a return on that investment. So, for example, many people landscape the lawns of homes they own, but few landscape a home they are renting. People would have less confidence in contracts if there were no guarantee of enforcement. Thus people would be less willing to trust contracts to buy, sell, or invest. This would reduce economic activity. The government enforcement of weights and measures assures consumers that when they buy ten gallons of gas, they are actually getting ten gallons.	Analyze current events and the role of contracts or property rights.

STANDARD EPF.8c

The student will demonstrate knowledge of the role of government in a market economy by
c) **providing examples of government regulation of the market.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Government regulations aim to protect consumers and labor and reduce market failures.	Who or what does the government protect through regulation? What are market failures? What is an externality? What are some of the regulatory agencies that protect consumers and labor and remedy market failures? What is a government failure?	Some government agencies regulate to protect • consumers (e.g., Consumer Protection Agency, Food and Drug Administration) • labor (e.g., Occupational Safety and Health Administration) • the environment (e.g., Environmental Protection Agency). Government regulations also aim to remedy market failures. A market failure occurs when the market forces of supply and demand do not lead to the output society desires. The four primary sources of market failures are as follows: • Public goods, such as military protection and roads, are provided by government since the market would fail to provide them. • Externalities exist when some of the costs and the benefits associated with production and consumption of a product fall on someone other than the producers or the consumers of the product (e.g., air and water pollution, noisy neighbors). The market cannot solve this; sometimes the government does (e.g., Environmental Protection Agency). • Market power occurs when a shortage of competition results in rising prices. Government may pass laws such as the Sherman Anti-Trust Act and regulate through agencies like the Federal Trade Commission. It may regulate "natural monopolies," such as electrical utilities. • Inequity exists because markets reward people according to their effort and skills. People without skills, or who cannot work, are likely to be poor. Governments often redistribute income in order to alleviate poverty. A government failure occurs when the cost of solving a market failure is greater than the benefit.	Identify a problem, consider alternatives, weigh costs, and benefits. Select and defend a position related to this standard.

STANDARD EPF.8d

The student will demonstrate knowledge of the role of government in a market economy by
d) **explaining that governments redistribute wealth.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Governments often redistribute income directly in response to individuals or interest groups who are not satisfied with the income distribution that results from markets.	Why do governments redistribute income? How do governments redistribute income? How do regressive, progressive, and proportional taxes affect redistribution of income?	Governments redistribute income to create a safety net and alleviate poverty. Redistribution may be direct through social service programs. Governments also redistribute income with progressive tax rates. With progressive taxes, marginal tax rates are lower at low incomes and rise with income levels; thus, people with higher incomes pay a larger percentage of their income for taxes. A proportional tax levies the same percentage tax at all income levels. So, people who earn more pay more, but, they pay the same percentage rate. With a regressive tax, a higher percentage actually falls on people with lower incomes. The sales tax is considered a regressive tax because people at lower incomes pay a higher percentage of their income in sales tax. This occurs because people at lower incomes spend more of their income on taxable things, whereas people at higher incomes spend a much lower percentage of their income on taxable things — saving and investing large percentages of their income. Social security is also considered a regressive tax in that there is a cap, and income above that cap is not taxed.	Calculate taxes. Determine marginal and effective tax rates. Identify a problem and weigh the costs and benefits of alternative solutions.

STANDARD EPF.8e

The student will demonstrate knowledge of the role of government in a market economy by
e) explaining that taxes and fees fund all government-provided goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Governments pay for the goods and services they provide by taxing or borrowing from people.	What types of goods and services does the federal government provide, and what are the sources of its revenue? What types of goods and services do state governments provide, and what are the sources of their revenues? What types of goods and services do local governments provide, and what are the sources of their revenues?	The bulk of federal spending goes toward • national defense • payments to Social Security recipients • the costs of goods and services, medical expenditures (i.e., Medicare and Medicaid) • interest payments on the national debt. Most federal tax revenue comes from federal income tax and payroll taxes. The bulk of state and local government revenue is spent on public education, public welfare, road construction and repair, and public safety. Most state and local government revenues come from sales taxes, grants from the federal government, personal income taxes, and property taxes.	Create and interpret charts and tables. Select and defend a position related to this standard.

STANDARD EPF.9a

The student will demonstrate knowledge of the global economy by
a) explaining that when parties trade voluntarily, all benefit.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation and among individuals or organizations in different nations.	What does it mean to trade voluntarily? What are some of the benefits of trade?	When people trade voluntarily, that is, willingly and without coercion, both parties benefit. Voluntary exchange among people or organizations in different countries gives people a broader range of choices in buying goods and services and often lowers prices.	Weigh the costs, benefits, and possible consequences of a proposed exchange.

STANDARD EPF.9b

The student will demonstrate knowledge of the global economy by
b) distinguishing between absolute advantage and comparative advantage.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Countries seek to maximize the use of their limited resources.	What is the difference between absolute advantage and comparative advantage? What is specialization? Why does trade promote specialization? What is the primary motivating factor driving international trade? When nations trade based on comparative advantage, how are total production and consumption affected?	**Absolute Advantage** An individual, business, or country that can produce a certain good with fewer resources than other countries is said to have an absolute advantage. **Comparative Advantage** An individual, business, or country that can produce a certain good at a lower opportunity cost than its trading partners is said to have a comparative advantage. Specialization occurs when an individual, business, or country focuses its resources on producing a few goods or services and expects to trade for other goods and services it wants. Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.	Select and defend a position related to this standard.

STANDARD EPF.9c

The student will demonstrate knowledge of the global economy by
c) distinguishing between trade deficit and trade surplus.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A trade deficit occurs when one country buys more foreign goods than it sells to other countries. A trade surplus occurs when one country sells more goods to other countries than it buys.	What is an import? What is an export? What is a trade deficit? What is a trade surplus?	Imports are foreign goods and services that are purchased from sellers in other nations. Exports are domestic goods and services that are sold to buyers in other nations. When imports exceed exports, the result is a trade deficit. When exports exceed imports, the result is a trade surplus.	Create and interpret charts and graphs.

STANDARD EPF.9d

The student will demonstrate knowledge of the global economy by
d) explaining exchange rates, and the impact of a strong dollar and weak dollar on economic decisions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
When exchange rates fluctuate, the prices of exports and imports change, and some groups gain while others lose in each country.	What is an exchange rate? What is a strong dollar? What is a weak dollar? Who benefits and who is hurt by each?	An exchange rate is the price of one nation's currency relative to another nation's currency. Like prices, exchange rates are determined by supply and demand. When the dollar grows stronger against another currency, it means people holding dollars get more of the other currency for each of their dollars (e.g., a stronger dollar would get more euros per dollar). A strong dollar helps Americans traveling abroad or buying imports because it makes foreign hotels and goods less expensive. A strong dollar hurts Americans selling exports to shoppers in other countries, because it makes the United States goods more expensive. A weak dollar hurts Americans who travel abroad or buy imports because it makes foreign hotels and goods more expensive. A weak dollar helps Americans producing and selling exports to shoppers in other countries, because the United States goods are then cheaper to foreigners.	Determine an exchange rate.

STANDARD EPF.9e

The student will demonstrate knowledge of the global economy by
e) describing the costs and benefits of trade barriers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or to protect domestic companies and workers who are hurt by free trade.	What are some of the most common trade barriers? What are the consequences of trade barriers? Who benefits from and who is hurt by trade barriers?	Trade barriers include • tariff — a tax on imports • quota — a limit on the quantity of a good allowed into a country • embargo — a policy forbidding trade in a certain good (e.g., ivory) or with a certain country. Trade barriers reduce trade thus reducing competition for domestic producers and reducing choices for consumers. Trade barriers help domestic producers of the protected good by reducing the competition for their good (e.g., sugar). Trade barriers hurt consumers by raising prices of the protected good (e.g., sugar) and hurt foreign producers of the good who wish to export to the United States. Although barriers to international trade usually impose more costs than benefits, they are often advocated by people and groups who expect to gain substantially from them. Incentives exist for political leaders to implement policies that disperse costs widely over large groups of people and benefit small, politically powerful groups of people. Because the costs of these barriers are typically spread over a large number of people, each of whom pays only a little and may not recognize the cost, policies supporting trade barriers are often adopted through the political process. When imports are restricted by public policies, consumers pay higher prices, and job opportunities and profits in exporting firms decrease.	Select and defend a position related to this standard. Weigh costs and benefits of implementing a new trade barrier or reducing existing ones.

STANDARD EPF.9f

The student will demonstrate knowledge of the global economy by
f) describing the effects of international trade agreements and the World Trade Organization.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
International trade agreements such as the North American Free Trade Agreement (NAFTA) have tended to reduce trade barriers. Likewise, the World Trade Organization (WTO) seeks freer trade among nations.	What is the purpose of establishing trade agreements? What is the purpose of the North American Free Trade Agreement (NAFTA)? What is the role of the World Trade Organization (WTO)? What is the European Union (EU)?	Trade agreements establish rules about trade that all parties agree to. These agreements have generally reduced the barriers to trade. The North American Free Trade Agreement (NAFTA) established a free-trade zone (Canada, Mexico, and the United States) with the intention of eliminating trade barriers, promoting fair competition, and increasing investment opportunities. The World Trade Organization (WTO) administers trade agreements, handles disputes, and provides a venue for negotiating among its member nations. The European Union (EU) is a regional trade organization formed to promote trade among countries in Europe by reducing trade barriers and adopting a common currency, the euro.	Select and defend a position related to this standard.

STANDARD EPF.9g

The student will demonstrate knowledge of the global economy by
g) explaining growing economic interdependence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Greater specialization leads to interdependence between producers and consumers. As a result of growing international interdependence, economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.	How has globalization made countries more interdependent?	The economy of the United States depends on resources and markets around the world for the production and sale of goods and services. When other economies slow, they may buy less from the United States, and this can slow the United States economy. When other economies expand, they may buy more from the United States, stimulating the United States economy. To be competitive and increase profits, businesses seek to reduce costs of production. When natural or human resources are cheaper in other countries, United States businesses use foreign resources when they can, affecting the United States labor market. This may involve moving production to other countries (i.e., offshoring) or sending work via the Internet to workers in other countries (i.e., outsourcing). When foreign goods are cheaper or better, United States consumers may buy them, affecting the demand for United States goods and services and the jobs of those who produce them.	Select and defend a position related to this standard. Separate fact from opinion.

STANDARD EPF.10a

The student will develop consumer skills by
a) examining basic economic concepts and their relation to product prices and consumer spending.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Basic economic concepts can be used to understand pricing of products. Basic economic concepts can be used to understand consumer spending.	What economic concepts impact consumers? What economic concepts can be used to understand consumer spending?	Economic concepts such as profit, incentive, consumer sovereignty, supply and demand, and competition all relate to product prices and consumer spending: Profit is an incentive for producers. Businesses produce what consumers demand, a concept known as consumer sovereignty. If the cost of production goes up, supply will decrease; if the cost of production goes down, supply will increase. An increase in productivity lowers the cost of production and thus increases supply. Competition among businesses affects consumer prices. Increase in wages is an incentive for consumer spending. Interest income is an incentive to save money. Supply and demand of a product or service impacts consumer spending.	Interpret charts and graphs (circular flow chart).

STANDARD EPF.10b

The student will develop the consumer skills by
b) examining the effect of supply and demand on wages and prices.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The value of a worker's skills and knowledge in the marketplace is impacted by supply and demand. The prices for goods and services in the marketplace is determined by supply and demand.	How are skills and knowledge of workers impacted by supply and demand? How are prices for goods and services determined by supply and demand?	Workers who invest in their own human capital generally become more productive. Productive workers lower the cost of production, thus employers seek to hire the more productive workers. Workers with more knowledge and skill generally earn more than unskilled workers. The demand for workers is derived from the demand for the goods and services they make. When demand for a good or service falls, demand for the workers who produce the good or service falls; when demand for a good or service rises, demand for workers does too. An increase in the supply of workers with a specific skill tends to decrease their wages, while a limited supply of such workers will tend to increase wages.	Interpret charts and graphs (supply-and-demand curves).

STANDARD EPF.10c

The student will develop consumer skills by
c) describing the steps in making a purchase decision, including the roles of marginal benefit and marginal cost.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Purchase decisions are made more easily when marginal benefit and marginal cost are considered. The use of decision models can improve purchase decision-making.	What are marginal costs and marginal benefits? How does one weigh marginal costs and benefits when making a decision? How can a decision model improve decision-making? What other steps could improve purchasing decisions?	Marginal benefits are the additional benefits of consuming one more of something. Marginal costs are the additional costs (i.e., what one must give up) of getting one more. For example, the marginal benefit of buying one more pair of jeans might be the time saved by having to wash jeans less frequently. The marginal cost of one more pair of jeans might be giving up buying a new shirt or pair of shoes. **Sample Decision Model (PACED)** • Step 1: Determine the problem. • Step 2: List the alternatives. • Step 3: Establish criteria. • Step 4: Evaluate each alternative according to the criteria. • Step 5: Decide. Other steps which could improve decision-making include • researching prices for commonly purchased items • using comparison shopping • weighing the pros and cons of sales incentives, guarantees, warranties, and rebates • understanding sales terminology • planning purchases and avoiding impulse buying • computing unit prices • reading labels • reading contracts • computing total costs • checking references of businesses • patronizing reputable businesses.	

STANDARD EPF.10d

The student will develop consumer skills by
d) determining the consequences of conspicuous consumption.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Conspicuous consumption can lead to financial troubles.	What is conspicuous consumption and how can it lead to financial problems?	Conspicuous consumption refers to buying goods and services not for their intrinsic value but for the purpose of impressing others in hopes of improving one's social status. Conspicuous consumption can lead to spending beyond one's means. This requires borrowing, and excessive borrowing can lead to credit problems.	

STANDARD EPF.10e

The student will develop consumer skills by
e) describing common types of contracts and implications of each.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Various types of contracts impact consumers.	What is a contract? What are some examples of contracts?	A contract is a binding legal agreement that is enforceable by law. Examples of contracts include • movie rental memberships • property rentals • cell phone agreements • online contracts (e.g., for networking space, cell phone ringtones) • payday loans • title loans • rent-to-own agreements. There are legal consequences for failure to comply with contract requirements. Implications and related concepts include • three-day rescission period • circumstances requiring co-signatures • legal ramifications of adults (e.g., roommates) sharing financial responsibilities involving a contract.	

STANDARD EPF.10f

The student will develop consumer skills by
f) demonstrating comparison-shopping skills.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Comparison shopping provides information to help consumers obtain the best quality for the best price.	What are some of the considerations to be taken when comparison shopping?	Comparison shopping involves consideration of • value • time • convenience • dollar costs • payment options • negotiations of prices and terms • the consequences of conspicuous consumption • opportunity cost • costs and benefits.	

STANDARD EPF.10g

The student will develop consumer skills by
g) maintaining a filing system for personal financial records.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Individuals should set up and maintain a filing system.	What are the benefits of maintaining a filing system? What are the primary types of filing systems?	A well maintained filing system gives one access to personal records when needed. A well maintained filing system includes ease of storage retrieval and shredding of documents. Manual and electronic are the primary types of filing systems. Systems can have numeric, chronological, and/or tickler access.	

STANDARD EPF.10h

The student will develop consumer skills by
h) examining the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Advertising and marketing affect consumer demand and decision-making.	How do advertising and marketing affect consumer demand and decision-making?	Examination should address the impacts of marketing strategies on consumer decisions, with emphasis on advertising features that may be informative and features that may be misleading (e.g., infomercials, celebrity endorsements). Strategies should represent all elements of the marketing mix, including • product decisions (e.g., quantity, packaging, branding, physical features) • pricing decisions (e.g., quality of item, expendable income of target market, competitors' prices) • place decisions (e.g., target market, product image, product price) • promotional decisions (e.g., advertising and public relations).	Compare global advertising and marketing strategies commonly used to sell goods and services (e.g., mass media, direct mail, point of sale).

STANDARD EPF.10i

The student will develop consumer skills by
i) accessing reliable financial information from a variety of sources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
It is important for consumers to seek reliable financial information to assist them in making financial choices and decisions. Financial information is available from a variety of sources, not all of which are reliable.	What are some sources of financial information? What are the incentives of those providing information? Is the information fact or opinion?	Data may be gathered from print, electronic, and verbal sources such as • newspaper financial pages • Internet sources • investor services and newsletters • financial magazines • brokers • banks • credit unions • financial advisors • annual reports. Financial data must be evaluated for reliability: • Some information sources have an incentive to sell a product. • Some information sources are opinion programs, and others are news programs. • Some advisors are more skilled than others. • Past performance is no guarantee of future performance. • It is the consumer's responsibility to determine the reliability of the information.	

STANDARD EPF.10j

The student will develop consumer skills by
j) explaining consumer rights, responsibilities, remedies, and the importance of consumer vigilance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Consumers have rights, responsibilities, and remedies. Consumers have a responsibility to be vigilant. The Federal Reserve System, often called the Fed, is the central bank of the United States. The Federal Reserve System has a number of consumer protection responsibilities and activities.	What are consumers' rights? What are a consumer's responsibilities? What are consumer remedies? What are some examples of consumer protection regulations? What are the Federal Reserve System's consumer protection responsibilities?	Consumers have the right • to be informed • to be safe • to choose • to be heard • to have avenues for redress of consumer grievances (e.g., state and federal agencies, consumer protection laws, private groups such as Common Cause and Better Business Bureau). Consumer responsibilities include • verifying receipts and statements • contesting an incorrect bill • maintaining consumer vigilance • safeguarding against fraud. Remedies should include • maintaining awareness of the rights and responsibilities of minors • contesting an incorrect bill • registering a consumer complaint. Consumer skills include comprehending and using • consumer protection laws, such as those related to product recalls and product labeling • government agencies responsible for enforcing consumer protection laws • private groups that work for consumer protection.	

STANDARD EPF.10j (continued)

The student will develop consumer skills by
j) explaining consumer rights, responsibilities, remedies, and the importance of consumer vigilance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		The Consumer Compliance function of the Federal Reserve System writes consumer protection regulations for the financial industry. It enforces consumer protection and civil rights laws and regulations at the banks the Federal Reserve System supervises. The Community Affairs function of the Federal Reserve System promotes fair and impartial access to credit. The Federal Reserve System also supports consumer protection by providing a variety of information and educational resources.	

STANDARD EPF.10k

The student will develop consumer skills by
k) examining precautions for protecting identity and other personal information.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are various types of identity theft and methods for avoiding becoming a victim.	What are some of the types of identity theft? What can one do to avoid becoming a victim?	Types of identity theft change regularly. Consumers must be aware of current methods and how to protect their identity. Ways to avoid becoming a victim may include • safeguarding financial documents • refusing to give personal information to phone or e-mail solicitations • shredding documents that contain personal information • using secure Internet sites • being aware of surroundings when making financial transactions • immediately reporting theft or loss of identification, checks, credit cards, and personal financial documents and data • checking financial statements regularly.	

STANDARD EPF.11a

The student will demonstrate knowledge of planning for living and leisure expenses by
a) comparing the costs and benefits of purchasing vs. leasing a vehicle.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are costs and benefits to purchasing a vehicle and costs and benefits to leasing a vehicle.	What are the steps in purchasing or leasing a vehicle? What are the costs and benefits of purchasing a vehicle? What are the costs and benefits of leasing a vehicle? What are subjective sources of purchase and lease information? What are objective sources of purchase and lease information?	Considerations in purchasing or leasing a vehicle may include • performance • safety • odometer mileage • average miles driven annually • fuel consumption • size • appearance • price/payment limit • insurance costs, taxes, and maintenance • options/features • warranty • depreciation and resale. Consumers should identify several alternative vehicles, including new and used. Consumers should gather information and test-drive multiple vehicles. Consumers should compare each alternative to the criteria established to determine which vehicles best meet them, keeping in mind that not all criteria are equally important. Information should include both subjective resources (e.g., advertisements, sales representatives) and objective resources (e.g., statistically based research).	Use a decision model (e.g., PACED) to select a vehicle.

STANDARD EPF.11b

The student will demonstrate knowledge of planning for living and leisure expenses by
b) comparing the advantages and disadvantages of renting vs. purchasing a home.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are costs and benefits of renting housing and costs and benefits of purchasing a home.	What are some of the costs and benefits of renting housing? What are some of the costs and benefits of buying a home?	The benefits of renting include • less initial capital outlay • increased mobility • fewer maintenance expenses • no property taxes. The costs of renting include • building no equity • no tax deduction for interest paid • limited ability or incentive to upgrade. The benefits of buying a home include • possibility of building equity • right to deduct interest on Federal Income Tax • opportunity to personalize to own taste. The costs of buying a home generally include • down payment • property taxes • maintenance of structure and yard • limited mobility.	

STANDARD EPF.11c

The student will demonstrate knowledge of planning for living and leisure expenses by
c) describing the process of renting housing.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Selecting a rental property involves gathering information and applying decision-making skills.	How can a decision model be applied to the selection of rental housing? What are some of the considerations? What are the steps in the rental process?	The first step in a decision model in selecting rental housing is to list alternatives (options). The second step is establishing criteria, which should be stated in positive terms such as • the monthly payment is no more than budget allows • the property is conveniently located (to work, school, public transportation, shopping, friends, family) • the property has enough space • the property has amenities. Criteria are personal; each person decides what factors are important. Individuals should visit all properties that appear to meet the criteria. Additional factors for consideration include • the renter's credit score • the specifics of each rental agreement • rental inspections • landlord/tenant responsibilities • estimated moving expenses and installation charges. Selection of a rental property is made when the renter decides which alternative best meets the established criteria.	Use a decision model (e.g., PACED) to select rental housing.

STANDARD EPF.11d

The student will demonstrate knowledge of planning for living and leisure expenses by
d) describing the process of purchasing a home.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Buying a home includes choosing a home, signing a contract, securing a down payment, financing the home, and identifying other costs associated with the purchase and ownership of the home.	How does one use a decision model to help choose a home? What are some of the other steps in purchasing the home?	The buyer can use a decision model, which includes the step of establishing criteria, stated in positive terms such as • the home is in a desirable location • the monthly payment is no more than budget allows • the home is convenient (to work, school, bus routes, friends, family) • the home has enough space • the home has good expected resale value • property taxes, insurance costs, utility costs, community fees, and estimated maintenance costs fit in the buyer's budget. Criteria are personal; each person decides what factors are important. Individuals should visit all properties that appear to meet the criteria. The process of purchasing a home also includes • submitting to a credit check • making a down payment • obtaining homeowners insurance • securing financing.	Use a decision model (e.g., PACED) to select a home.

STANDARD EPF.11e

The student will demonstrate knowledge of planning for living and leisure expenses by
e) calculating the cost of utilities, services, maintenance, and other housing expenses.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Independent living involves ongoing housing costs.	What are some expenses related to utilities? What are some possible costs associated with acquiring furniture and appliances? What are some possible expenses related to refurbishing or maintaining a home?	Some expenses related to utilities include • installation • deposits • monthly payments for service • equipment maintenance and repairs related to electricity, gas, oil, water, cable, Internet service, and telephone. Additional costs to be considered include • homeowners insurance • property taxes • appliances and furniture • maintenance (e.g., painting, carpet cleaning/repair, plumbing) • home linens • equipment • supplies.	

STANDARD EPF.11f

The student will demonstrate knowledge of planning for living and leisure expenses by
f) evaluating discretionary spending decisions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Consumers should weigh costs and benefits to prioritize discretionary spending decisions.	What is discretionary spending? What tools can consumers use to evaluate discretionary spending decisions?	Discretionary spending is spending for goods and services beyond the essentials of food, shelter, and clothing. Discretionary spending allows consumers freedom of choice in what to purchase and how much to spend on such things as education, health care, entertainment, transportation, and communication technology. Consumers can weigh costs and benefits of alternative spending choices. Consumers can use decision models to clarify choices. Consumers can consider saving as an alternative to current spending.	

STANDARD EPF.12a

The student will demonstrate knowledge of banking transactions by
a) comparing the types of financial institutions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Financial institutions include credit unions, commercial banks, finance corporations, savings and loan companies, insuring agencies, and non-bank institutions.	What services do credit unions, banks, and savings and loan companies generally provide? What agencies insure each of these? What are the costs and benefits of using non-bank institutions such as check-cashing services and payday loan services? What are the consequences of being unbanked?	Credit unions, banks, and savings and loan companies generally offer checking accounts, savings accounts, consumer loans, certificates of deposit, and check cashing for depositors. Banks are generally insured by the Federal Deposit Insurance Corporation (FDIC); credit unions, by the Credit Union National Association (CUNA); and savings and loans, by the Federal Savings and Loan Insurance Corporation (FSLIC). Consumers should be aware that not all deposits are insured. Some consumers do not have bank accounts and use check-cashing services when they must cash a check. Companies charge a very high fee for this service. Payday loan and check-cashing companies typically charge higher rates than banks for their services.	

STANDARD EPF.12b

The student will demonstrate knowledge of banking transactions by
b) examining how financial institutions affect personal financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Over time, financial institutions have expanded services that affect personal financial planning.	How have financial institutions increased their range of services?	Many banks offer brokerage and insurance services, as well as financial management advisors.	

STANDARD EPF.12c

The student will demonstrate knowledge of banking transactions by
c) evaluating services and related costs associated with personal banking.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are costs associated with personal banking.	What are the benefits of the services provided by financial institutions? What are the costs of the services? What are the costs of being unbanked?	Benefits of services provided by financial institutions include • check cashing • interest earned • debit cards • ease of bill paying • online account management • direct deposit • automated teller machine (ATM) • improved access to loans. Costs for services provided by financial institutions include interest on loans and fees, such as • ATM fees • late fees • minimum balance fees • returned check fees. Consumers who are unbanked may have difficulty • establishing credit • cashing checks without paying a service fee • mailing bill payments • acquiring loans • receiving direct deposit income • keeping income safe.	

STANDARD EPF.12d

The student will demonstrate the knowledge of banking transactions by
d) differentiating among types of electronic monetary transactions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are several types of electronic monetary transactions.	What are some examples of electronic monetary transactions?	Types of electronic monetary transactions include • direct deposit • remote deposits • check cards and debit cards • automated teller machine (ATM) banking • online banking and bill paying • online investments • wiring of funds. The Automated Clearing House (ACH) is the system used to process electronic monetary transactions. The Check Clearing for the 21st Century Act, or Check 21, makes check processing easier and less expensive for financial institutions by creating substitute checks that can be exchanged electronically.	

STANDARD EPF.12e

The student will demonstrate knowledge of banking transactions by
e) preparing all forms necessary for opening and maintaining a checking and a savings account.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The process of opening a checking account or savings account involves several steps.	What are the steps to open and maintain a checking or savings account?	Opening and maintaining a checking or savings account involves • completing an application • completing a signature card • presenting approved identification document • writing/maintaining checks, stubs, and check register • endorsing checks • completing deposit and withdrawal documents.	

STANDARD EPF.12f

The student will demonstrate the knowledge of banking transactions by
f) reconciling bank statements.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Reconciling bank statements is an important step in financial planning.	What is the procedure for reconciling bank statements?	Reconciliation is the process of bringing the checkbook register into agreement with the bank statement. This may be done electronically or manually.	

STANDARD EPF.12g

The student will demonstrate the knowledge of banking transactions by
g) comparing costs and benefits of online and traditional banking.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are costs and benefits to both online and traditional banking.	What are the costs and benefits of traditional banking? What are the costs and benefits of online banking?	Benefits of traditional banking may include • comfort of the familiar • confidence about privacy and security • availability of expert advice and customer service. Costs of traditional banking may include • limited access • more paper to file • possible account fees. Benefits of online banking may include • convenience • 24-7 availability • ease of updating transaction records. Costs may include • time to learn system • concern about privacy and security • reduced relationship with bank • possible account fees.	

STANDARD EPF.12h

The student will demonstrate the knowledge of banking transactions by
h) explaining how certain historical events have influenced the banking system and other financial institutions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A series of historical events led to today's banking system in the United States.	What have been the significant developments on the path from the 1700s to today's banking system in the United States?	**18th and 19th centuries** • The Industrial Revolution brought an economic shift in the United States from bartering and trading to exchange of currency for goods and services; individuals moved from being self-supporting to working for others; increased use of money allowed for purchases and the initiation of consumer credit, as well as seasonal bank loans for farmers; the period also saw high bank interest rates. • 1791 — First Bank of the United States established • 1816 — Second Bank of the United States established **20th century** • Transition from an agricultural economy to an industrial economy and an expansion of purchasing power and credit • World War I — War debt incurred by United States • Panic of 1907 • 1913 — Federal Reserve System established • 1920s — Stronger credit • 1920–1980 — Credit made available to most Americans • 1929 — Stock Market Crash • 1930s — Great Depression; decade of consumer distrust of credit and investment • 1940s–1960s — Stable inflation rates; low interest rates • 1970s — Rapid economic growth; overuse of credit; high inflation rate; consumer credit protection legislation; birth of credit counseling • 1990s — Credit as a major marketing tool across industries; major stock market gains; longest peace time expansion	

STANDARD EPF.12h (continued)

The student will demonstrate the knowledge of banking transactions by

h) explaining how certain historical events have influenced the banking system and other financial institutions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		21st century • September 11, 2001 — Terrorist attacks on the World Trade Center, the Pentagon, and Pennsylvania led to major stock market losses. Threats of further terrorism continue to influence the financial markets. • The latter part of the first decade was marked by a significant economic recession that resulted in failed banks, foreclosures, and high unemployment.	

STANDARD EPF.13a

The student will demonstrate the knowledge of credit and loan functions by
a) evaluating the various methods of financing a purchase.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are various methods of financing a purchase. A decision-making model can help determine which is best in a given case.	What are some of the methods for financing a purchase? What are some of the sources of financing? How would a decision model help decide which method is best in a given case? What is the opportunity cost of credit?	Some methods of financing a purchase are • installment plan • layaway • secured and unsecured loans. Some sources of financing are • retail stores • banks and credit unions • finance companies • pawn shops • payday loans • title loans • private lenders. Some types of credit are • open-end credit • closed-end credit • service credit • revolving credit • secured loans • unsecured loans. To use a decision model to determine which type of financing would be best, first establish the criteria. The opportunity cost of using credit is the resulting decrease in future purchasing power; the individual will have less money to spend in the future as some of it will go toward repaying the loan or paying a credit card bill.	

STANDARD EPF.13b

The student will demonstrate the knowledge of credit and loan functions by
b) analyzing credit card features and their impact on personal financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Credit cards have many possible features. A decision model can help select the appropriate card for the consumer.	What are some of the features of credit cards? How can a decision model be used to select a credit card? What are the costs and benefits of credit cards? How can credit cards impact personal financial planning?	Consumers should consider the impact on personal financial planning of credit card features, such as • annual percentage rate (APR) • annual fees • compound interest • penalty charges • credit line • promotional incentives • account disclosure statement • minimum payments. To use a decision model in selecting a credit card, the consumer needs to decide what features are most important in order to establish criteria. The benefits of using credit cards include • float (deferred payment) • convenience • capability to conduct online transactions • rewards • purchase protection • fraud protection • payment over time • establishing credit. The costs of using credit cards include • interest • fees (e.g., late, annual, over-the-limit) • risk of identity theft • risk of borrowing beyond the ability to repay • length of time to pay off the balance when paying only the minimum payment.	

STANDARD EPF.13c

The student will demonstrate the knowledge of credit and loan functions by
c) identifying qualifications needed to obtain credit.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Character, capacity, capital, conditions, and collateral are factors that determine creditworthiness.	In terms of credit, what do character, capacity, capital, conditions, and collateral mean, and how are they measured?	Character refers to a borrower's history of paying obligations. Capacity refers to one's ability to repay and is usually measured by current income and level of outstanding debt. Capital refers to savings and other assets one can use to repay. Conditions refer to other circumstances that may impact the ability to obtain credit (e.g., economic conditions). Collateral refers to assets the borrower has that could be taken by the lender if the borrower fails to repay.	

STANDARD EPF.13d

The student will demonstrate the knowledge of credit and loan functions by
d) identifying basic provisions of credit and loan laws.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are laws related to credit and loan practices.	What are some of the laws that affect credit and loans?	**Some laws that affect credit and loans** • Fair Credit Reporting Act — regulates consumer reporting agencies and the use of consumer credit information • Fair Credit Billing Act — protects consumers against inaccurate and unfair credit billing and credit card practices and provides consumers with a mechanism for addressing billing errors • Equal Credit Opportunity Act — prohibits creditors from discriminating against a credit applicant on the basis of race, color, religion, national origin, sex, marital status, or age or because the applicant receives public assistance • Fair Debt Collection Practices Act — prevents abusive and deceptive practices by debt collectors • Credit Card Accountability, Responsibility, and Disclosure (CARD) Act — bans unfair rate increases and unfair fees, requires that credit card contract terms be presented to consumers in clear language, and ensures accountability from credit card issuers and regulators	

STANDARD EPF.13e

The student will demonstrate the knowledge of credit and loan functions by
e) comparing terms and conditions of various sources of consumer credit.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Borrowers should compare the terms and conditions of various sources of consumer credit.	What are terms and conditions of various sources of consumer credit?	Consumers of credit should compare • percentage rates • annual fees • transaction fees • finance charges • risk of losing assets. Consumers should consider costs and benefits of various sources, including • retailers • banks • credit unions • finance companies • risk-based lending companies (e.g., payday loan services, pawnbrokers, title loan services).	

STANDARD EPF.13f

The student will demonstrate the knowledge of credit and loan functions by
f) identifying strategies for effective debt management, including sources of assistance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Income and assets will determine how much debt a consumer can manage. When consumers take on too much debt, there are sources of assistance.	What are some strategies for effective debt management? What are the signs that one is getting into credit trouble? What consumer laws protect people with credit problems? Where may one go for assistance with credit troubles?	Some strategies for effective debt management include • maintaining accurate financial records • making payments on time to avoid penalties and other debt problems (e.g., liens, foreclosures, garnishment, repossessions, evictions) • using early payoffs, if advantageous • ensuring against identity theft. Signs that a consumer is getting into credit trouble include • inability to pay bills • making only the minimum payment • using one credit card to pay other credit card balances • receiving collection agency calls. When considering sources of assistance for debt management, individuals should • distinguish between discrimination and legitimate credit denial • ensure the right to appeal a credit denial • apply knowledge of laws' protection of consumers who have credit problems • review the ramifications of bankruptcy • check telephone directories and Internet sites for credit counseling services and commercial debt-adjustment firms that can help clients address credit problems, manage debt, and rebuild credit • evaluate sources for reliability and effectiveness.	

STANDARD EPF.13g

The student will demonstrate the knowledge of credit and loan functions by
g) explaining the need for a good credit rating.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are benefits to a good credit rating. There are costs to a poor credit rating.	Who calculates and reports credit ratings? How is one's credit rating measured? How can a good credit rating be established? What are some of the consequences of a poor credit rating? How can one correct an error on one's credit report?	Credit reporting agencies have established formulas to produce credit scores for each borrower. Credit ratings are based on information in a person's credit record, including income, payment history, employment record, and other personal factors. Making payments (e.g., bills, rent) on time helps an individual establish and maintain good credit. Good credit scores may enhance one's ability to borrow and the interest rate charged. Credit scores may also help decrease one's insurance rates and improve employment options. Poor credit can adversely affect one's ability to get a job, rent an apartment, obtain a car loan, obtain security clearance — and may even bring an increase in car insurance. Individuals should access their own credit reports before applying for credit or when denied credit. To correct errors in one's credit report, an individual should tell the consumer reporting company, in writing and with supporting documents, what information is inaccurate. The consumer reporting company then must investigate the issue and correct the error.	Describe the way credit is rated (i.e., point system) and the contents of credit report. Describe steps for detecting and correcting errors in one's credit report.

STANDARD EPF.13h

The student will demonstrate the knowledge of credit and loan functions by
h) comparing the costs and conditions of secured and unsecured loans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Secured and unsecured loans should be analyzed with regard to the costs and conditions of the loans.	What are some of the costs and conditions to consider with secured and unsecured loans?	A secured loan is one in which the borrower risks loss of an asset (e.g., automobile, house) if unable to repay. An unsecured loan is made without the borrower offering any assets and is based on the borrower's credit rating alone. Some costs and conditions to consider with secured and unsecured loans include • annual percentage rates • finance charges • monthly payments • annual fees • transaction fees • length of time to repay the loan • total amount required to pay off the loan • loss incurred should the loan not be repaid on time.	

STANDARD EPF.13i

The student will demonstrate the knowledge of credit and loan functions by
i) comparing the types of voluntary and involuntary bankruptcy and the implications of each.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are many causes for bankruptcy and many consequences.	What are the most common types of bankruptcy? What are the most common causes for bankruptcy? What effect does bankruptcy have on one's financial future? Is legal advice needed for bankruptcy?	The two most common types of bankruptcy for individuals are chapter 7 bankruptcy and chapter 13 bankruptcy. Chapter 7 is the chapter of the U.S. Bankruptcy Code providing for "liquidation" (i.e., the sale of a debtor's nonexempt property and the distribution of the proceeds to creditors.) Chapter 13 is the chapter of the U.S. Bankruptcy Code providing for adjustment of debts of an individual with regular income. (Chapter 13 allows a debtor to keep property and pay debts over time, usually three to five years.) In most cases, an individual files for bankruptcy voluntarily. However, creditors can force debtors into involuntary bankruptcy. The most common causes of bankruptcy are • illness or injury • failure to plan and budget • small business failure • job loss • impulse, emotional spending • economic downturn. Bankruptcy generally affects one's ability to obtain credit for a period of time and may affect employment. An attorney should be consulted for legal advice on when and how to file for bankruptcy.	

STANDARD EPF.14a

The student will demonstrate knowledge of the role of insurance in risk management by
a) evaluating insurance as a risk management strategy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Insurance can reduce financial risk. There are pros and cons of insurance as a risk management strategy in financial planning.	Why do people buy insurance?	Insurance provides protection from loss due to unforeseen or unavoidable events or circumstances (e.g., illness, death, fire, theft, liability, act of nature, automobile accident).	

STANDARD EPF.14b

The student will demonstrate knowledge of the role of insurance in risk management by

b) distinguishing among the types, costs, and benefits of insurance coverage, including automobile, life, property, health, and professional liability.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are many types of insurance, including automobile, life, property, health, and professional liability. Individuals have many choices to make in selecting insurance.	What are some of the topics to understand about automobile insurance? What are some of the topics to understand about life insurance? What are some of the topics to understand about property insurance? What are some of the topics to understand about health insurance? What are the topics to understand about professional liability insurance?	Important topics to understand about automobile insurance include • deductible • collision • comprehensive • liability • personal injury protection • no fault • uninsured/underinsured motorist • assigned risk. Types of life insurance include • temporary insurance (term, decreasing term, level term, and credit life) • permanent insurance (straight life, limited pay, universal, and variable). Some concepts to understand about property insurance: • Its purpose is to protect a person from losses due to damage, theft, and liability. • It includes basic coverage, broad form, special form, renter, comprehensive, and condominium owner. • There are disadvantages of under-insuring and over-insuring. • The insured must pay a deductible toward a loss before the insurance company contributes. Policies with lower deductibles have higher premiums, and vice versa.	Weigh costs and benefits of adding additional coverage. Use decision model to compare policies offered by different companies.

STANDARD EPF.14b (continued)

The student will demonstrate knowledge of the role of insurance in risk management by

b) distinguishing among the types, costs, and benefits of insurance coverage, including automobile, life, property, health, and professional liability.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		• Insurance floaters cover items not covered by standard insurance policies, such as art collections or jewelry. • Endorsements can be written to change a policy's coverage. Some concepts to understand about health insurance: • Basic health insurance covers doctor visits, routine service, and hospital and surgical expenses. • Major medical insurance insures a person from large and catastrophic expenses resulting from illness or injury. • Dental and vision care insurance are generally sold separately from basic insurance coverage. • Disability insurance offers workers protection in case of job-related injury. • There are both advantages and disadvantages of managed and unmanaged health insurance plans. • Co-pays (i.e., payment by the insured for medical services) are a requirement of most health insurance plans. Professional liability insurance is often purchased by attorneys, health care providers, and educators to protect against malpractice and other litigation. Umbrella liability insurance provides additional protection should other policies not be sufficient.	

STANDARD EPF.14c

The student will demonstrate knowledge of the role of insurance in risk management by
c) explaining the roles of insurance in financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Insurance can play an important role in financial planning.	What roles can insurance play in financial planning?	Insurance can play the following roles in financial planning: • Protection against risk of financial loss • Assistance for individuals and families preparing financially for risks such as disability, unemployment, long-term care, and death • Provision for retirement income • Accumulation of savings (for family expenses) • Provision of cash value that can be borrowed. It is important to make periodic reviews of insurance coverage.	

STANDARD EPF.15a

The student will demonstrate knowledge of income earning and reporting by
a) examining how personal choices about education, training, skill development, and careers impact earnings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Personal choices about investment in oneself as human capital through education, training, and skill development impact earnings.	What is human capital? How can individuals invest in their own human capital? How does human capital affect income?	Human capital refers to the knowledge and skills a person possesses. People invest in their own human capital when they gain knowledge and skills through education, training, and experience. People with more education and skills tend to earn higher incomes than uneducated and unskilled workers.	Research potential careers to determine required knowledge, skills, and starting salaries.

STANDARD EPF.15b

The student will demonstrate knowledge of income earning and reporting by
b) differentiating among sources of income.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People can receive income from a variety of sources.	What are some of the ways to earn income?	Income can be earned or unearned. Earned income includes • salary • hourly wages • overtime • tips • commissions • bonuses • piece rate. Unearned income includes • interest • return on investment • inheritance • gifts.	

STANDARD EPF.15c

The student will demonstrate knowledge of income earning and reporting by
c) calculating net pay.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Net pay is what remains after voluntary and required deductions are subtracted from gross pay.	What is gross pay? What is net pay? What are common deductions from gross pay that affect net pay?	Gross pay is total money earned before deductions. Some deductions are required; some may be voluntary. Net pay results when deductions such as the following are subtracted from gross pay: • Federal Insurance Contributions Act (FICA) contributions • State and federal taxes • Insurance • Savings • Retirement • Medical reimbursement (pre-tax deduction) • Child care reimbursement (pre-tax deduction).	

STANDARD EPF.15d

The student will demonstrate knowledge of income earning and reporting by
d) investigating employee benefits and incentives.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Employees may have a variety of benefits and incentives to consider.	What are employee benefits? What are employee incentives? What are some of the benefits and incentives that some employees may be offered?	Benefits are part of an employee's compensation, over and above wages or salary. They add to the financial value of a job and may include • matching contributions to tax-sheltered annuities, such as 401(k) and 403(b) retirement savings plans • saving plans • parking • health insurance plans (medical, dental) • child care • elder care • paid vacation • paid sick days • profit sharing. Incentives are offered as motivation for employees to perform well and may include • bonuses • profit sharing • free travel or merchandise.	

STANDARD EPF.15e

The student will demonstrate knowledge of income earning and reporting by
e) completing a standard W-4 form.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The information a worker provides on the W-4 form impacts federal tax deductions and personal income.	Why is it important for the W-4 form to be completed accurately?	The information provided on the W-4 form determines how much is withheld from one's gross pay.	Complete a sample W-4 form.

STANDARD EPF.16a

The student will demonstrate knowledge of taxes by
a) describing the types and purposes of local, state, and federal taxes and the way each is levied and used.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Governments pay for the goods and services they use or provide mostly by taxing or borrowing from people.	What types of goods and services does the federal government provide, and what are the sources of its revenue? What types of goods and services do state governments provide, and what are the sources of their revenue? What types of goods and services do local governments provide, and what are the sources of their revenue?	The federal government provides goods and services from military defense and the interstate highway system to the administration of domestic programs and agencies. Most federal tax revenue comes from personal income taxes and payroll taxes. Most state and local government revenue comes from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent for education, public welfare, road construction and repair, and public safety. Types of taxes: • Income • FICA • Flat • Inheritance • Personal property • Progressive • Proportional • Real estate • Regressive • Sales • Social Security.	

STANDARD EPF.16b

The student will demonstrate knowledge of taxes by
b) exploring how tax structures affect consumers, producers, and business owners differently.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The rate of tax paid by consumers, producers, and business owners depends on the tax structure.	What are the different tax structures? How does each tax structure affect consumers, producers, and business owners?	Tax structures may be progressive, regressive, or proportional. A progressive tax system is one in which the tax rate rises as a taxpayer's income rises. Income tax is a progressive tax. A proportional tax is one in which the same tax rate is paid by people at all income levels. Property tax is a proportional tax. Taxes are regressive when taxpayers who earn lower incomes pay a higher percentage of their income than those who earn higher incomes. Sales tax is a regressive tax.	

STANDARD EPF.16c

The student will demonstrate knowledge of taxes by
c) computing local taxes on products and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Localities can add taxes to sales taxes levied by the state.	What is sales tax? Why might sales tax vary from one locality to another?	Sales taxes are collected on the sale of most goods and services. A base sales tax may be established by a state, and a locality may add additional sales taxes (e.g., meals tax).	Calculate sales tax.

STANDARD EPF.16d

The student will demonstrate knowledge of taxes by
d) examining potential tax deductions and credits on a tax return.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Tax deductions and tax credits can reduce tax liability.	What is the difference between a tax deduction and a tax credit?	A tax deduction is a reduction in one's taxable income. Some examples of tax deductions include • local taxes paid • student loans • charitable contributions • interest paid on home mortgage. A tax credit is a reduction of the tax itself. Tax credits may result from the purchase of, for example, energy-saving vehicles and appliances.	

STANDARD EPF.16e

The student will demonstrate knowledge of taxes by
e) explaining the content and purpose of a standard W-2 form.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A Wage and Tax Statement, commonly known as a W-2 form, provides information for completing state and federal tax forms.	What is a W-2 form?	The W-2 form is issued by employers and is an end-of-year summary of one's gross taxable income and withholdings. It is required by the Internal Revenue Service and included when individuals file their income tax returns.	

STANDARD EPF.16f

The student will demonstrate knowledge of taxes by
f) explaining the similarities and differences between state and federal taxation of inheritances.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Estate planning is an important part of financial planning. There are similarities and differences between state and federal taxation of inheritances.	What are some methods of estate planning? What are some of the questions answered by estate planning? What is the difference between an estate tax and an inheritance tax?	Estate planning involves decisions regarding wills, trusts, and joint tenancy and seeks to accomplish the following: • To state how a person wants his or her estate distributed after death • To appoint the person who should distribute the estate • To record other information, such as one's wishes regarding care of minor children • To avoid probate, or to reduce taxes or other costs Current state and federal taxes must be considered when planning an estate (e.g., estate taxes, inheritance taxes, death taxes, gift taxes, federal/state income taxes) and any deductions and exemptions that apply to such taxes. Estates exceeding the exempt amount are taxed by the federal government. The tax applies to the decedent's gross estate, with a large portion of the estate exempted by a tax credit. Inheritance tax is levied on gifts and bequests received by a taxpayer. Currently there is no federal inheritance tax in the United States, but several states have inheritance taxes. Taxes vary based on the property inherited and the relationship of the inheritor to the decedent.	

STANDARD EPF.17a

The student will demonstrate knowledge of personal financial planning by
a) identifying short-term and long-term personal financial goals.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Financial planning calls for both short-term and long-term goals.	What is a short-term financial goal? What is a long-term financial goal?	A short-term financial goal is to have funds to buy things that require money above what is normally allowed by a budget (e.g., emergencies, vacations, social events, automobile and home repairs, gifts). A long-term financial goal anticipates major purchases that require extensive saving (e.g., home ownership, education, retirement, investments).	

STANDARD EPF.17b

The student will demonstrate knowledge of personal financial planning by
b) identifying anticipated and unanticipated income and expenses.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Some sources of income are anticipated, while others are unanticipated. Some expenses are anticipated, while others are unanticipated.	What are some examples of anticipated income? What are some examples of unanticipated income? What are some expenses that are anticipated? What are some expenses that might be unanticipated?	Examples of anticipated income: • Salary • Allowance • Wages • Educational grants or scholarships Examples of unanticipated income: • Gifts • Bonuses • Inheritances Examples of anticipated expenses: • Fixed costs, which remain the same each month (e.g., rent, house payment, automobile loan payment) • Variable costs (e.g., video rentals, restaurant meals, sports activities) Examples of possible unanticipated expenses: • Car repairs • Medical bills • Losses from natural disaster or theft	

STANDARD EPF.17c

The student will demonstrate knowledge of personal financial planning by
c) examining components and purposes of a personal net worth statement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A net worth statement shows one's financial position.	What is a net worth statement? How is net worth calculated? What are the purposes of a net worth statement? What is a personal inventory?	An individual's net worth statement provides the total value of a person's financial holdings. Net worth is calculated by deducting liabilities (e.g., debts) from assets (e.g., property). Examples of assets include checking and savings account balances, car value, and personal property value. Examples of liabilities include balances on car loans, bank loans, mortgage loans, and credit cards. A net worth statement is useful as an analytical tool for individuals and provides valuable insight to creditors, investors, lenders, and financial advisors. A personal inventory is a list of all of one's personal property. This is useful in cases of fire, theft, and property damage. This inventory can be supplemented with photographs. It is important to keep the record in a safe place away from the primary residence.	

STANDARD EPF.17d

The student will demonstrate knowledge of personal financial planning by
d) developing a personal budget.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A budget is an important tool for managing one's money to achieve short- and long-term goals	What does a budget include?	Developing a budget includes the following: • Writing a statement of long-term and short-term goals • Presenting a plan for managing one's money over a short-term period • Outlining a long-term plan for managing money A budget should allow for discretionary income (i.e., that which is available after paying for the essentials — food, clothing, shelter) and take into account the impact of inflation.	Prepare a personal budget.

STANDARD EPF.17e

The student will demonstrate knowledge of personal financial planning by
e) investigating the effects of government actions and economic conditions on personal financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Government actions, such as changes in taxes, affect personal financial planning. Economic conditions affect personal financial planning.	How can government actions affect one's financial planning? How can economic conditions affect one's financial planning?	Government tax policies, including what expenses are tax-deductible, influence financial planning. These tax policies may shift over time. Monetary and fiscal policy actions can affect personal financial planning. Economic conditions such as inflation and deflation affect financial planning. Planning should anticipate the possibility of inflation or deflation in the future by including safeguards against both.	

STANDARD EPF.17f

The student will demonstrate knowledge of personal financial planning by
f) explaining how economics influences a personal financial plan.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Economic understanding and economic conditions affect a personal financial plan.	How can an understanding of economics concepts affect a personal financial plan? How can economic conditions affect a personal financial plan?	Key economics principles that influence personal financial planning include the following: • People must make choices due to scarcity. • Every choice incurs an opportunity cost. • All choices have consequences. • Secondary effects of choices are important. • Decisions are made based on marginal analysis. Applying these key principles to financial planning means the following: • A budget details how one plans to use limited income to satisfy wants. • There is a tradeoff between spending now and saving. • People make decisions about which financial products to consume based on several factors, including expected return and the associated risk of the product. • Financial plans and financial products should take into account the goals of the individuals. Changing economic conditions can influence a personal financial plan in the following ways: • Inflation can negatively impact savings by eroding the purchasing power of savings over time. • Unemployment can affect financial plans by making it more difficult for individuals to budget, save, and meet financial obligations. • Deflation can reduce the value of assets one might own. • Slow economic growth can lead to a rise in unemployment rates. Fiscal policy actions can affect an individual's current and future income. For example, actions of the Federal Reserve System affect interest rates and the availability of credit; thus it is important to be aware of what the Fed is doing and to understand what it means to one's financial assets.	

STANDARD EPF.18a

The student will demonstrate knowledge of investment and savings planning by
a) comparing the impact of simple interest vs. compound interest on savings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
To maximize the return on savings, consumers must compare methods of interest calculation and payment. To analyze investment strategies, it is necessary to compare simple and compound interest, use the rule of 72, and understand the time value of money.	What is principal, and what is interest? What is the difference between simple and compound interest? How is the rule of 72 used? What is the time value of money?	Principal is the original capital deposited or invested, while interest is the amount earned on the principal over time. Simple interest is paid annually on the principal. Compound interest is paid periodically and is paid on the principal plus interest earned. The rule of 72 reveals how long it takes for an investment to double in value: • 72 ÷ interest rate = number of years it will take for the money to double The value of money today is greater than the value of the same amount of money in the future. The time value of money is the amount of money one would need to receive today to equal a certain sum in the future. For example, a lottery winner who wins $1 million has a choice of (1) receiving a certain amount of money every year until the total is $1 million or (2) receiving a sum today (present value), which when invested at current interest rates would yield $1 million (future value) over the same period of time.	

STANDARD EPF.18b

The student will demonstrate knowledge of investment and savings planning by
b) comparing and contrasting investment and savings options.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Consumers have many savings and investment options.	What are some savings options? What are some investment options? How do these options compare based on factors such as risk, reward, convenience, and liquidity?	Savings options include • savings accounts • certificates of deposit • money market funds. Some investment options include • stocks • bonds • government savings bonds • treasury securities • mutual funds • real estate • retirement plans. Factors used to compare savings and/or investment options include • risk • reward • convenience • liquidity.	Use a decision model to compare options based on criteria such as risk, reward, convenience, and liquidity.

STANDARD EPF.18c

The student will demonstrate knowledge of investment and savings planning by
c) explaining costs and income sources for investments.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Money for investment can come from a variety of sources. Each type of investment has costs to consider.	What are some income sources for investment? What are some of the costs to consider when investing?	Sources of income funds for investing include • savings • gifts • inheritances • market gains. Costs to consider when investing include • finance charges and fees • opportunity costs. Risks to consider when investing include • market losses • interest rate risk.	

STANDARD EPF.18d

The student will demonstrate knowledge of investment and savings planning by
d) examining the fundamental workings of Social Security and the system's effects on retirement planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
For many individuals, Social Security is their only retirement plan. The amount one receives depends on several factors. Social Security has several types of benefits.	What is the purpose of Social Security? What determines how much one receives in benefits? What are the types of benefits provided through the Social Security system? What are some of the concerns about Social Security when planning for retirement?	Social Security was designed as a safety net to provide income to older people when they could no longer work. Social Security benefits are determined by the amount an individual has contributed to the system and the individual's age when claiming benefits. Social Security benefits include disability and survivor benefits, as well as retirement income. For retirement planning, Social Security payments are likely to be less than income has been. Most retirees will need to supplement through savings, investments, continued employment, or adjusted lifestyle.	

STANDARD EPF.18e

The student will demonstrate knowledge of investment and savings planning by
e) contrasting alternative retirement plans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are many types of retirement plans. There are costs and benefits to each.	What types of retirement plans are currently available? What are the costs and benefits of each?	Some retirement plans currently available include • Individual Retirement Account (IRA) • tax-sheltered annuity (TSA) • Keogh plan • annuity • employer retirement plan • public pension plan. Evaluating retirement plans requires knowledge of the costs and benefits of each type. For example, one cost of an IRA is the severe early-withdrawal fee, which is countered by the benefit of contributions reducing taxable income.	Weigh the costs and benefits of each type of retirement plan.

STANDARD EPF.18f

The student will demonstrate knowledge of investment and savings planning by
f) describing how the stock market works.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The stock market provides an opportunity for firms to raise funds to grow and provides stockholders an opportunity to make gains when those companies are profitable. Stockholders can also lose the money they have invested.	How does the stock market work?	Companies that wish to raise funds for growth can borrow money or sell shares (stock) of their company. To issue stock, firms generally go to investment banks that put together a prospectus with information for potential investors, help determine the market price of the offering, and issue the stocks in the primary market, where they are purchased. This provides businesses with funds to finance growth. A stock exchange where buyers sell their shares is called the secondary market. Trades here are conducted between buyers; none of the money goes to the company. In the secondary market, for every buyer there must be a seller. If there is no buyer or seller, a "specialist" at the stock exchange is required to "make a market." Buyers and sellers may work through a local broker who works through a floor broker at the stock exchange, or they may place orders for trades online. In either case, a commission is charged to pay the costs of the brokerage firms and the stock exchange. When companies make profits, they may keep the profits to help them grow or they may share the profits with shareholders in the form of dividends. Shareholders can make money through dividends or through capital gains. A capital gain occurs when one sells a share for more than one paid for it.	Follow stock prices. Participate in an investment simulation.

STANDARD EPF.18f (continued)

The student will demonstrate knowledge of investment and savings planning by
f) describing how the stock market works.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Stock prices are determined by supply and demand based on investor expectations. If a company is expected to be profitable in the future, demand for its shares rises and the price rises; when a company's future looks less-than-profitable, demand decreases and the price falls. When the overall economy is robust and growing, people become optimistic about prospects for business and the stock market goes up. Likewise, when investment interest rates fall, the stock market generally rises. When interest rates rise, the market goes down. When the overall economy is in decline, investors lose confidence and the stock market goes down.	

Board of Education Agenda Item

Item: E. **Date:** March 18, 2010

Topic: First Review of Process for State Adoption of Textbooks and Instructional Materials for K-12 Mathematics

Presenter: Mr. Michael Bolling, Mathematics Coordinator

Telephone Number: 804-786-6418 **E-Mail Address:** michael.bolling@doe.virginia.gov

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:

Previous Review/Action:

_X_ No previous board review/action
___ Previous review/action date _____ action _____

Background Information:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's *Regulations Governing Textbook Adoption* specify the types of materials that may be adopted.

Virginia Constitution; Art. VIII § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, §22.1-238

§ 22.1-238. Approval of textbooks.

A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.

B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

Regulations Governing Textbook Adoption 8 VAC 20-220-30
Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

"Basal textbook" or "basal instructional materials" are terms often used to describe the types of materials described in 8 VAC 20-220-30. These materials may be print and/or electronic.

Summary of Major Elements

In 1991, the Board of Education adopted a resolution delegating its authority for textbook adoption to the superintendent of public instruction. Since the 1995 revisions to the *Standards of Learning*, the Department of Education has worked with state committees to review and evaluate publisher's textbook submissions, primarily with respect to *Standards of Learning* (SOL) correlation. Following each review, the Department provides for Board review a list of the instructional materials submitted and a profile of each submission that includes the degree of *Standards of Learning* correlation. Once approved by the Board, the list is provided to school divisions.

In continuing the review cycle, the *Mathematics Standards of Learning* were revised in 2001, followed by revisions to the *Mathematics Curriculum Framework* in 2002. On January 12, 2005, the Board of Education approved the current list of state-adopted mathematics textbooks and instructional materials.

The Board's 2007-2012 Comprehensive Plan indicated as priorities during that period revisions to the standards and curriculum frameworks, as well as review of textbooks. On January 10, 2008, the Board approved a schedule to continue this work through 2015. As such, the *Mathematics Standards of Learning* were revised in 2009, followed by revisions to the Mathematics Curriculum Framework in the same year. The Department of Education requests permission to begin the process of textbook review for mathematics, using the timeline indicated in Attachment A.

Curricula and materials that are aligned with the *Standards of Learning* are major factors contributing to student achievement in Virginia. The Department of Education proposes to use an established review process and criteria to administer the state adoption process for the Board of Education. The criteria for review of K-12 mathematics textbooks and instructional materials are included in Attachment B.

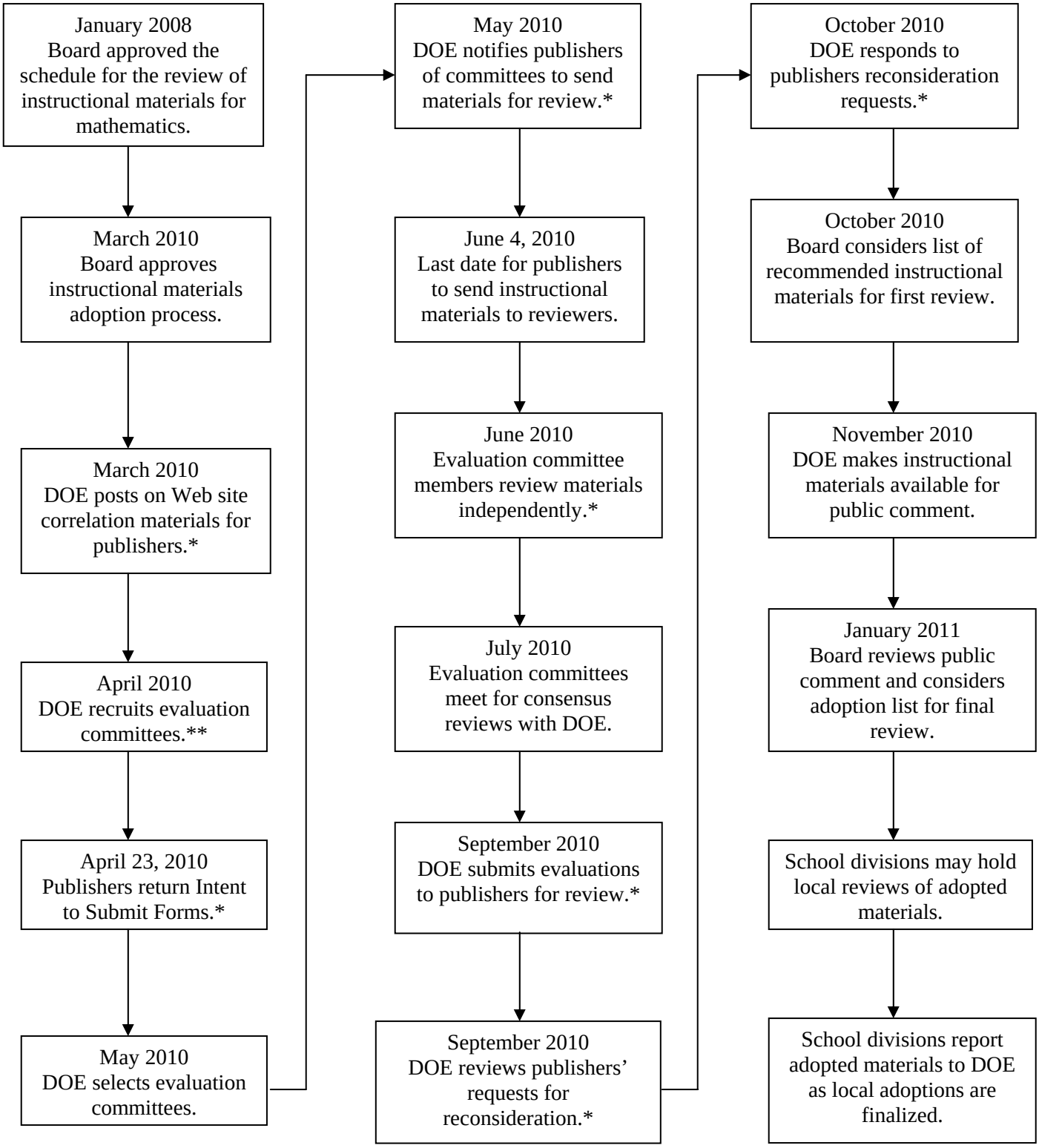
Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant approval for the Department of Education to proceed with the adoption of K-12 mathematics textbooks and instructional materials.

Impact on Resources: The agency's existing resources can absorb this responsibility at this time. School divisions would have the option of adopting K-12 mathematics textbooks and instructional materials for students.

Timetable for Further Review/Action: Following committee review, the Department of Education will submit to the Board for approval, a list of recommended materials. Upon approval, the Department of Education will provide information to all interested parties according to the timeline described in Attachment A.

Attachment A

2010 Adoption Process
Mathematics Textbooks and Instructional Materials Adoption



* DOE communication via Internet or e-mail
**Superintendent's Memorandum

Attachment B

Criteria for Review of K-12 Mathematics Textbooks and Instructional Materials

Section I: Correlation with the 2009 Mathematics Standards of Learning and the 2009 Mathematics Curriculum Framework

Committee members review textbooks and instructional materials for correlation to the 2009 Mathematics Standards of Learning and the 2009 Mathematics Curriculum Framework using a rubric. They indicate whether the materials are correlated, using one of three determinations: Adequate, Limited, or No Evidence.

Section II: Additional Criteria – Instructional Planning and Support

1. Materials emphasize the use of effective instructional practices and learning theory.
    a. Students are guided through critical thinking and problem-solving approaches.
    b. Concepts are introduced through concrete experiences that use manipulatives and other technologies.
    c. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.
    d. Students use the language of mathematics including specialized vocabulary and symbols.
    e. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.

2. The mathematics content is significant and accurate.
    a. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.
    b. Materials are organized appropriately within and among units of study.
    c. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.
    d. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.
    e. Level of abstraction is appropriate, and practical/real-life examples, including careers, are provided.
    f. Sufficient applications are provided to promote depth of application.

3. Materials present content in an accurate, unbiased manner.

Board of Education Agenda Item

Item: F. **Date:** March 18, 2010

Topic: Final Review of State Adoption of Textbooks and Instructional Materials for K-12 History and Social Science

Presenter: Dr. Beverly Thurston, History and Social Science, International Education, and Textbook Coordinator

Telephone Number: 804-225-2893 **E-Mail Address:** Beverly.Thurston@doe.virginia.gov

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: _____

Previous Review/Action:

___ No previous board review/action
_X_ Previous review/action date January 14, 2010 action First review of State Adoption of Textbooks and Instructional Materials for K-12 History and Social Science

Background Information:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's *Regulations Governing Textbook Adoption* specify the types of materials that may be adopted.

Virginia Constitution; Art. VIII § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, §22.1-238

§ 22.1-238. Approval of textbooks.

A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.

B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

Regulations Governing Textbook Adoption 8 VAC 20-220-30
Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

"Basal textbook" or "basal instructional materials" are terms often used to describe the types of materials described in 8 VAC 20-220-30. These materials may be print and/or electronic.

Summary of Major Elements
In 1991, the Board of Education adopted a resolution delegating its authority for textbook adoption to the superintendent of public instruction. Since 1995, the Department of Education has worked with state committees to review and evaluate publishers' textbook submissions primarily with respect to Standards of Learning (SOL) correlation. Following each review, the Department of Education provided school divisions with a list of the instructional materials submitted and a profile of each submission that included the degree of Standards of Learning correlation. Once approved by the Board, the list was provided to school divisions.

At its meeting on March 27, 2002, the Board of Education adopted a resolution to approve textbooks and instructional materials in accordance with the *Constitution of Virginia*, Art. VIII 5(d). This action indicated that beginning with future adoptions, the Department of Education would recommend and the Board of Education would adopt an approved list of basal textbooks and instructional materials for subjects being reviewed.

Local school boards may adopt textbooks that are not on the Board-approved list. In accordance with the *Code of Virginia*, §22.1-238, any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

The Board of Education's *Regulations Governing Textbook Adoption* (8 VAC 20-220-10 et seq and 8 VAC 20-230-10 et seq) prescribe procedures to be followed in state and local adoption processes and the kinds of materials that may be adopted. Basal textbooks or instructional materials are terms often used to describe the types of materials described in 8 VAC 20-220-30. These materials may be print and/or electronic.

The last history and social science textbook and instructional materials review was completed in 2003. On March 29, 2007, the Board of Education approved the new K-12 history and social science textbooks and instructional materials review schedule, and on September 26, 2007, the Board adopted its 2007-2012 Comprehensive Plan noting major policy decisions that included a timeline for Standards of Learning review and textbook adoption through 2015 for all subject areas. On February 19, 2009, the Board of Education authorized the Department to begin the process of the K-12 history and social science textbooks and instructional materials review.

In June 2009, committees of Virginia educators received history and social science textbook samples along with K-*12 History and Social Science Standards of Learning* textbook correlations from publishers. Members of these committees conducted individual analyses of the materials prior to meeting with the full committee. In July 2009, the committees convened in Richmond to reach consensus on their reviews of the submitted materials. The consensus evaluations were shared with publishers, and publishers were given an opportunity to respond to the committees' reviews and recommendations. Requests by publishers for reconsideration were examined carefully prior to the list being submitted to the Board of Education for first review. Attachment A contains a master list for all textbooks that were reviewed and recommended. Two textbooks by the Wright Group/McGraw-Hill, a division of the McGraw-Hill Companies, Inc., were not recommended as being adequately aligned with the *History and Social Science Standards of Learning* for two courses, United States History to 1865 and United States History: 1865 to the Present. The textbooks are: *American History 1 Before 1865* and *American History 2 After 1865.*

A 30-day public comment period began on January 15, 2010, immediately after the Board's first review of the list of materials. One comment was received in the public comment mailbox from a teacher who questioned the expense of purchasing new textbooks at this time. Other comments were received via e-mail. Of those, one comment encouraged textbook publishers to include contributions of African Americans in history, literature, and science books. The remainder of the e-mailed comments were made on behalf of the Virginia Jewish community. The Community Relations Council of the United Jewish Federation of Tidewater, Richmond, and the Greater Washington area and the Virginia Holocaust Museum partnered with the Institute for Curriculum Services to review selected textbooks and recommend changes to publishers that addressed quality, accuracy, and balance. The Hadassah Curriculum Watch committee in Charlottesville also reviewed selected textbooks for balanced, fair, and consistent treatment of different groups. All reviews by the Institute for Curriculum Services were sent to the appropriate publishers.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for final review and approve the attached list of textbooks and instructional materials recommended for state adoption.

Impact on Resources:
The Department of Education administers the state adoption process. 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 process, other services will be impacted.

Timetable for Further Review/Action:
Upon approval, the Department of Education will publish the list of adopted textbooks and instructional materials on its Web site.

2009 Recommended History and Social Science Textbook and Instructional Materials

Course	Publisher	Title
Kindergarten	Five Ponds Press	*Our World Let's Go! (print)*
	Houghton Mifflin Harcourt	*Houghton Mifflin Harcourt Our World, Now and Long Ago (print)*
	Macmillan/McGraw-Hill, a division of the McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia Hello World Flipchart (print)*
Grade One	Five Ponds Press	*Our World Then and Now (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: My Country, Yesterday and Today (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia All Together Complete Student Edition Set (Includes 4 units) (print)*
Grade Two	Five Ponds Press	*Our World Near and Far (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: People and Places, Then and Now (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia People and Places Complete Student Edition Set (Includes 4 units) (print)*
Grade Three	Five Ponds Press	*Our World Far and Wide (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Exploring Your World, Past and Present (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia Exploring People, Places, and Cultures Student Edition (print)*

Course	Publisher	Title
Virginia Studies	Five Ponds Press	*Our Virginia Past and Present (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Virginia Studies (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia Studies Student Edition (print)*
United States History to 1865	Five Ponds Press	*Our America to 1865 (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Early years (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Early Years (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Beginnings to 1877, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Beginnings to 1877, Virginia Interactive Online Edition (Contract length subscription)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Virginia, United States History to 1865 (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Virginia, United States History to 1865 (electronic)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia The United States: The Early Years Student Edition (print)*
	Oxford University Press	*A History of US – Books 1-6 (print)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall America: History of Our Nation, Beginnings to 1865, Virginia Edition (print)*

Course	Publisher	Title
United States History: 1865 to Present	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Modern Times (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Modern Times (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Civil War to the Present, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Civil War to the Present, Virginia Interactive Online Edition (Contract length subscription) (electronic)*
	Oxford University Press	*A History of US, Books 7-10 (print)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall America: History of Our Nation, 1865 to Present, Virginia Edition (print)*
Civics and Economics	Glencoe, a division of The McGraw-Hill Companies	*Civics Today (print)*
	Glencoe, a division of The McGraw-Hill Companies	*Civics Today (online)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Civics in Practice: Principles of Government and Economics, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Civics in Practice: Principles of Government and Economics, Virginia Interactive Online Edition (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Virginia Civics and Economics (print)*

Course	Publisher	Title
World History and Geography to 1500 A.D.	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Early Ages (print)*
	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Early Ages (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Ancient World History, Patterns of Interaction, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Ancient World History, Patterns of Interaction, Virginia Student Edition (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall World History, Volume 1, Virginia Edition (print)*
World History and Geography: 1500 A.D. to the Present	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Modern Times (print)*
	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Modern Times (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Modern World History, Patterns of Interaction, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Modern World History, Patterns of Interaction, Virginia eEdition Online (Contract length subscription (electronic)*

Course	Publisher	Title
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall World History, The Modern Era, Virginia Edition (print)*
World Geography	Glencoe, a division of The McGraw-Hill Companies	*World Geography & Cultures (print)*
	Glencoe, a division of The McGraw-Hill Companies	*World Geography & Cultures (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*McDougal Littell World Geography, Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*McDougal Littell World Geography, eEdition Online (Contract length subscription) (electronic)*
Virginia and United States History	Glencoe, a division of The McGraw-Hill Companies	*The American Vision (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Vision (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal The Americans, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal The Americans, Virginia Student eEdition Online (Contract length subscription) (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt American Anthem, Student (print)*

Course	Publisher	Title
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt American Anthem, Interactive Online Edition (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall United States History, Survey, Virginia Edition (print)*
Virginia and United States Government	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States Government: Principles in Practice, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States Government: Principles in Practice, Virginia ThinkCentral Student Access (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall Magruder's American Government, with Virginia and United States Government (bundle)*
	Pearson Education, Inc., publishing as Prentice Hall	*Pearson Foundation Series: American Government, with Virginia and United States Government (bundle)*

Board of Education Agenda Item

Item: G. **Date:** March 18, 2010

Topic: Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

Presenter: Ms. Elizabeth M. Russell, Director of Career and Technical Education, Department of Education
Mrs. Elizabeth Creamer, Director, Postsecondary Perkins-Tech Prep, Virginia Community College System

Telephone Number: (804) 225-2847 **E-Mail Address:** Elizabeth.Russell@doe.virginia.gov
(804) 819-4691 ECreamer@vccs.edu

Origin:

X 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:

X No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2008-2013 Five Year State Plan for Career and Technical Education (CTE). The federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences. Each school division and the Virginia Community College System receive an annual report of performance. All secondary performance standards were met or exceeded by the Virginia Department of Education. The Virginia Community College System met or exceeded all of their performance standards.

Summary of Major Elements:

The Virginia system addresses performance on:

- academic achievement;
- technical competence;
- nontraditional career preparation;
- completion of program; and
- graduation and successful transition to careers and/or further education.

The CTE Annual Performance Report provides results for each of these. All results will be provided to each locality in a comprehensive individual Data Analysis Report.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept the report as presented, maintain as a part of the Board of Education's meeting records, and communicate to audiences as required by the Perkins legislation.

Impact on Resources:

There is minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action:

None

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT
PERKINS IV PERFOMANCE STANDARDS

SCHOOL YEAR
2008-2009

A. ACADEMIC ACHIEVEMENT

Performance Standard: Career and technical education completers who completed a CTE program and also enrolled in an academic course, for which a Standards of Learning end-of-course test is/are required, will attain a passing score on the Standards of Learning end-of-course tests. Reading/Language Arts performance standard is 85% and Mathematics performance standard is 75%.

Percent of CTE completers who passed the Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
Reading	98.08% (37,072 of 37,799)
Mathematics	98.23% (36,964 of 37,629)

B. TECHNICAL SKILLS ATTAINMENT

Performance Standard: Seventy-nine percent (79%) of the career and technical education completers will attain 80 percent of the essential competencies on the state-provided, industry-validated competency lists.

Career and Technical Education Program Completers

Completers who Attained 80% of the Competencies	Completers[1]	Percent that Attained 80% of the Competencies
33,726	38,419	87.78%

[1]A Career and Technical Education Program Completer is a student who has met the requirements for a Career and Technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

C. SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs is 77%.

Secondary School Completion Rate

C[2]	c + d[2]	Completion Rate[2]
38,419	38,724	99.21%

[2] The Completion Rate was calculated using the number of completers (c) reported on the 2008-2009 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2008-2009 Division Dropout Report. The formula is c÷(c+d).

D. STUDENT GRADUATION RATE

Performance Standard: The number of CTE completers who earned an Advanced Studies or Standard Diploma for school year 2008-2009 is 61%.

Graduation Rate

Completers who earned an Advanced Studies or Standard Diploma	Completers	Percent who earned an Advanced Studies or Standard Diploma
36,543	38,419	95.11%

E. TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 77% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2008 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
25,226	26,798	94.13%

F. NON-TRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25% will be 14%.

Non-Traditional Career Preparation Enrollment

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
115,184	324,453	35.50%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25% will be 10%.

Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
7,752	29,556	26.22%

2008-2009 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Technical Skills Attainment	X	
C. Secondary School Completion	X	
D. Graduation Rate	X	
E. Transition	X	
F. Non-Traditional Enrollment	X	
G. Non-Traditional Completion	X	

Highlights for Career and Technical Education for 2008-2009

- 21,656 students obtained the Career and Technical Education Seal
- 1,406 students obtained the Advanced Mathematics and Technology Seal
- 45.01% of CTE completers attained an Advanced Studies Diploma
- 19,842 CTE students have earned industry credentials, state licensures, or National Occupational Competency Testing Institute (NOCTI) assessments
- 2,627 CTE teachers have earned industry credentialing
- 9,246 CTE students participated in the Cooperative Education Program (CO-OP)
    1. 8,575 employers employed CTE students under the CO-OP program
    2. $39,091,207.64 total wages earned by our CO-OP students
- 45.15% of CTE completers attend post secondary education
- 16.63% of CTE completers have transitioned to full time employment
- 26.83% of CTE completers have transitioned to employment and postsecondary education
- 3.50% of CTE completers have transitioned to the military
- 2.02% of CTE completers have transitioned to a full-time equivalency of part-time combinations of transition indicators

2008-2009 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

✓ Performance meets or exceeds the 2008-2009 Performance Standards.
X Did not meet Performance Standard for 2008-2009
– N/A

Division	Performance Measures							
	Academic Achievement		Technical Skills Attainment	Secondary School Completion	Graduation Rate	Transition	Non-Trad Enrollment	Non-Trad Completion
	English	Mathematics						
Accomack County	✓	✓	✓	✓	✓	✓	✓	✓
Albemarle County	✓	✓	✓	✓	✓	✓	✓	✓
Alexandria City	✓	✓	✓	✓	✓	✓	✓	✓
Alleghany County	✓	✓	✓	✓	✓	✓	✓	X
Amelia County	✓	✓	✓	✓	✓	X	X	✓
Amelia-Nottoway Technical Center	–	–	✓	–	✓	✓	✓	✓
Amherst County	✓	✓	✓	✓	✓	✓	✓	✓
Appomattox County	✓	✓	✓	✓	✓	✓	✓	✓
Arlington County	✓	✓	✓	✓	✓	✓	✓	✓
Augusta County	✓	✓	✓	✓	✓	✓	✓	✓
Bath County	✓	✓	✓	✓	✓	✓	✓	✓
Bedford County	✓	✓	✓	✓	✓	✓	✓	✓
Bland County	✓	✓	✓	✓	✓	✓	✓	✓
Botetourt County	✓	✓	✓	✓	✓	✓	✓	✓
Bristol City	✓	✓	✓	✓	✓	✓	✓	✓
Brunswick County	✓	✓	X	✓	✓	✓	✓	X
Buchanan County	✓	✓	✓	✓	✓	✓	✓	✓
Buckingham County	✓	✓	X	✓	✓	✓	✓	✓
Buena Vista City	✓	✓	X	✓	✓	✓	✓	✓
Campbell County	✓	✓	✓	✓	✓	✓	✓	✓
Caroline County	✓	✓	X	✓	✓	✓	✓	✓
Carroll County	✓	✓	✓	✓	✓	✓	✓	✓
Charles City County	✓	✓	X	✓	✓	✓	✓	✓
Charlotte County	✓	✓	✓	✓	✓	✓	✓	✓
Charlottesville Albemarle Tech	–	–	✓	–	✓	✓	X	✓
Charlottesville City	✓	✓	✓	✓	✓	✓	✓	✓
Chesapeake City	✓	✓	✓	✓	✓	✓	✓	✓

Division	Performance Measures							
	Academic Achievement		Technical Skills Attainment	Secondary School Completion	Graduation Rate	Transition	Non-Trad Enrollment	Non-Trad Completion
	English	Mathematics						
Chesterfield County	✓	✓	✓	✓	✓	✓	✓	✓
Clarke County	✓	✓	✓	✓	✓	✓	✓	✓
Colonial Beach	✓	✓	X	✓	✓	✓	✓	✓
Colonial Heights City	✓	✓	✓	✓	✓	✓	✓	✓
Covington City	✓	✓	✓	✓	✓	✓	✓	✓
Craig County	✓	✓	X	✓	✓	✓	✓	✓
Culpeper County	✓	✓	✓	✓	✓	✓	✓	✓
Cumberland County	✓	✓	✓	✓	✓	✓	✓	✓
Danville City	✓	✓	X	✓	✓	✓	✓	X
Dickenson County	✓	✓	✓	✓	✓	✓	✓	✓
Dinwiddie County	✓	✓	✓	✓	✓	✓	✓	✓
Essex County	✓	✓	X	✓	✓	✓	✓	✓
Fairfax County	✓	✓	✓	✓	✓	✓	✓	✓
Falls Church City	✓	✓	✓	✓	✓	✓	✓	✓
Fauquier County	✓	✓	✓	✓	✓	✓	✓	✓
Floyd County	✓	✓	✓	✓	✓	✓	✓	✓
Fluvanna County	✓	✓	✓	✓	✓	✓	✓	✓
Franklin City	✓	✓	✓	✓	✓	✓	✓	✓
Franklin County	✓	✓	X	✓	✓	✓	✓	✓
Frederick County	✓	✓	✓	✓	✓	✓	✓	✓
Fredericksburg City	✓	✓	✓	✓	✓	✓	✓	✓
Galax City	✓	✓	✓	✓	✓	✓	✓	✓
Giles County	✓	✓	✓	✓	✓	✓	✓	✓
Gloucester County	✓	✓	✓	✓	✓	✓	✓	✓
Goochland County	✓	✓	✓	✓	✓	✓	✓	X
Grayson County	✓	✓	X	✓	✓	✓	✓	✓
Greene County	✓	✓	✓	✓	✓	✓	✓	✓
Greensville County	✓	✓	✓	✓	✓	✓	✓	✓
Halifax County	✓	✓	✓	✓	✓	✓	✓	✓
Hampton City	✓	✓	✓	✓	✓	✓	✓	✓

Division	Performance Measures							
	Academic Achievement		Technical Skills Attainment	Secondary School Completion	Graduation Rate	Transition	Non-Trad Enrollment	Non-Trad Completion
	English	Mathematics						
Hanover County	✓	✓	✓	✓	✓	X	✓	✓
Harrisonburg City	✓	✓	✓	✓	✓	✓	✓	✓
Henrico County	✓	✓	✓	✓	✓	✓	✓	✓
Henry County	✓	✓	✓	✓	✓	✓	✓	✓
Highland County	✓	✓	X	✓	✓	X	✓	✓
Hopewell City	✓	✓	✓	✓	✓	✓	✓	✓
Isle of Wight	✓	✓	X	✓	✓	✓	✓	✓
Jackson River Technical Center	–	–	✓	–	✓	✓	✓	X
King and Queen County	✓	✓	✓	✓	✓	✓	✓	✓
King George County	✓	✓	✓	✓	✓	✓	✓	✓
King William County	✓	✓	X	✓	✓	✓	✓	✓
Lancaster County	✓	✓	X	✓	✓	✓	✓	✓
Lee County	✓	✓	✓	✓	✓	✓	✓	✓
Loudoun County	✓	✓	✓	✓	✓	✓	✓	✓
Louisa County	✓	✓	✓	✓	✓	✓	✓	✓
Lunenburg County	✓	✓	✓	✓	✓	✓	✓	✓
Lynchburg City	✓	✓	✓	✓	✓	✓	✓	X
Madison County	✓	✓	✓	✓	✓	✓	✓	✓
Manassas City	✓	✓	X	✓	✓	✓	✓	✓
Manassas Park City	✓	✓	✓	✓	✓	✓	✓	✓
Martinsville City	✓	✓	X	✓	✓	✓	✓	✓
Massanutten Technical Center	–	–	✓	–	✓	✓	X	✓
Mathews County	✓	✓	✓	✓	✓	✓	✓	✓
Mecklenburg County	✓	✓	✓	✓	✓	✓	✓	✓
Middlesex County	✓	✓	✓	✓	✓	✓	✓	✓
Montgomery County	✓	✓	✓	✓	✓	✓	✓	✓
Nelson County	✓	✓	X	✓	✓	X	✓	✓
New Horizons Technical Center	–	–	X	–	✓	✓	✓	✓
New Kent County	✓	✓	✓	✓	✓	✓	✓	✓
Newport News City	✓	✓	✓	✓	✓	✓	✓	✓

Division	Performance Measures							
	Academic Achievement		Technical Skills Attainment	Secondary School Completion	Graduation Rate	Transition	Non-Trad Enrollment	Non-Trad Completion
	English	Mathematics						
Norfolk City	✓	✓	✓	✓	✓	✓	✓	✓
Northampton County	✓	✓	✓	✓	✓	✓	✓	✓
Northern Neck Technical Center	–	–	X	–	✓	✓	X	✓
Northumberland County	✓	✓	X	✓	✓	✓	✓	✓
Norton City	✓	✓	✓	✓	✓	✓	✓	✓
Nottoway County	✓	✓	✓	✓	✓	✓	✓	✓
Orange County	✓	✓	✓	✓	✓	✓	✓	✓
Page County	✓	✓	✓	✓	✓	✓	✓	✓
Patrick County	✓	✓	✓	✓	✓	✓	✓	✓
Petersburg City	✓	✓	✓	✓	✓	✓	✓	✓
Pittsylvania County	✓	✓	✓	✓	✓	✓	✓	✓
Poquoson City	✓	✓	✓	✓	✓	✓	✓	✓
Portsmouth City	✓	✓	✓	✓	✓	✓	✓	✓
Powhatan County	✓	✓	✓	✓	✓	✓	✓	✓
Prince Edward County	✓	✓	✓	✓	✓	✓	✓	✓
Prince George County	✓	✓	✓	✓	✓	✓	✓	✓
Prince William County	✓	✓	X	✓	✓	✓	✓	✓
Pulaski County	✓	✓	✓	✓	✓	✓	✓	✓
Radford City	✓	✓	✓	✓	✓	✓	✓	✓
Rappahannock County	✓	✓	✓	✓	✓	✓	✓	✓
Richmond City	✓	✓	✓	✓	✓	✓	✓	✓
Richmond County	✓	✓	✓	✓	✓	✓	✓	X
Roanoke City	✓	✓	✓	✓	✓	✓	✓	✓
Roanoke County	✓	✓	✓	✓	✓	✓	✓	✓
Rockbridge County	✓	✓	✓	✓	✓	✓	✓	✓
Rockingham County	✓	✓	✓	✓	✓	✓	✓	✓
Rowanty Technical Center	–	–	✓	–	✓	✓	X	X
Russell County	✓	✓	X	✓	✓	✓	✓	✓
Salem City	✓	✓	X	✓	✓	✓	✓	✓
Scott County	✓	✓	✓	✓	✓	✓	✓	✓

Division	Performance Measures							
	Academic Achievement		Technical Skills Attainment	Secondary School Completion	Graduation Rate	Transition	Non-Trad Enrollment	Non-Trad Completion
	English	Mathematics						
Shenandoah County	✓	✓	✓	✓	✓	✓	✓	✓
Smyth County	✓	✓	✓	✓	✓	✓	✓	✓
Southampton County	✓	✓	✓	✓	✓	✓	✓	✓
Spotsylvania County	✓	✓	✓	✓	✓	✓	✓	✓
Stafford County	✓	✓	✓	✓	✓	✓	✓	✓
Staunton City	✓	✓	✓	✓	✓	✓	✓	✓
Suffolk City	✓	✓	✓	✓	✓	✓	✓	✓
Surry County	✓	✓	✓	✓	✓	✓	✓	✓
Sussex County	✓	✓	✓	✓	✓	X	✓	✓
Tazewell County	✓	✓	✓	✓	✓	✓	✓	✓
The Pruden Center	–	–	X	–	✓	✓	X	✓
Valley Vocational Technical Center	–	–	✓	–	✓	✓	✓	✓
Virginia Beach City	✓	✓	✓	✓	✓	✓	✓	✓
Warren County	✓	✓	✓	✓	✓	✓	✓	✓
Washington County	✓	✓	X	✓	✓	✓	✓	✓
Waynesboro City	✓	✓	✓	✓	✓	✓	✓	✓
West Point	✓	✓	✓	✓	✓	✓	✓	✓
Westmoreland County	✓	✓	✓	✓	✓	✓	✓	✓
Williamsburg-James City County	✓	✓	✓	✓	✓	✓	✓	✓
Winchester City	✓	✓	✓	✓	✓	✓	✓	✓
Wise County	✓	✓	✓	✓	✓	✓	✓	✓
Wythe County	✓	✓	✓	✓	✓	✓	✓	✓
York County	✓	✓	✓	✓	✓	✓	✓	✓

Perkins Core Performance Measures
Results and Targets
2008-2009

Workforce Development Services
February 2010

VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
FOR 2008-2009

Overview

Perkins is a federally funded program targeting career and technical skill programs at the secondary and postsecondary levels. The program was initially established in 1963 with the passage of the Vocational Education Act, which was renamed in later authorizations by the program's largest proponent, Carl D. Perkins. In 2007, Perkins III was revamped via legislation to Perkins IV. Perkins IV stresses increased accountability and greater linkages among secondary and postsecondary education and employment.

Goals of the Perkins program include:

- Further developing the academic, career and technical skills of students through high standards;
- Linking secondary and postsecondary career and technical programs;
- Disseminating national research about career and technical education; and
- Providing professional development and technical assistance to career and technical educators.

The Virginia Department of Education is the grant recipient of the Perkins funds for the Commonwealth. The VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over $3.2 million in FY 2009) are distributed to the 23 community colleges across Virginia.

The VCCS is expected to meet established targets each year and to report on the results of the performance measures. Continued Perkins funding is contingent upon achieving targets for each of these measures in future years. Institutions are considered to have met the target if they are within 90% of the target.

Results for 2008-2009

In 2008-2009, the VCCS met or exceeded all of the Perkins performance targets (Completion, Retention and Transfer, Employment, Non-traditional Gender Representation and Non-traditional Completion). Results by measures are provided in the table below. The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2008-2009.

Performance Measure	2008-09	Target	90% of Target	Result
1P1: Technical Skills Attainment	75.2	60.5	54.5	Exceeded Target
2P1: Completion	38.4	36.0	32.4	Exceeded Target
3P1: Retention and Transfer	68.0	46.0	41.4	Exceeded Target
4P1: Employment	70.8	70.0	63.0	Exceeded Target
5P1: Non-traditional Gender Representation	18.0	18.5	16.7	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.4	14.0	12.6	Exceeded Target

Method of Calculating Postsecondary Perkins Performance Measures

Performance measures are calculated based on three different classifications of students: participants, concentrators and completers. The following is a definition for each classification:

- Participant: A student who has declared a career and technical education (CTE) major and is enrolled in courses during the reporting year
- Concentrator: A participant who has earned 12 or more degree-bearing credits
- Completer/graduates: A concentrator who earned a credential or a degree (graduated) during the reporting year.

Method of Calculating Postsecondary Perkins Performance Measures	
Measure	**Method**
1P1: Technical Skills Attainment	*Technical skills attainment measures the percentage of CTE students who earn a GPA or 2.5 or greater.* **Numerator:** Number of CTE concentrators who accumulate a G.P.A. of 2.5 or greater during the reporting year. **Denominator:** Number of CTE concentrators during the reporting year.
2P1: Completion	*Completion measures the percentage of career and technical completers/graduates of those students leaving postsecondary education.* **Numerator:** Number of completers, who in the reporting year earned a degree, a certificate, or an industry-recognized credential. **Denominator:** Number of CTE concentrators in the reporting year who left postsecondary education (graduated or did not return to postsecondary education).
3P1: Retention/Transfer	*Retention and transfer is a measure of students who are retained in community college or transfer to college/university one year later.* **Numerator**: Number of CTE concentrators who, after one-year, re-enrolled at a VCCS college or transferred to another college or university. **Denominator:** Number of CTE concentrators enrolled during the reporting year less graduates.
4P1: Employment	*Employment is a measure of the percentage of graduates who are employed 6 months after graduation.* **Numerator:** Number of CTE completers who were employed during the September-December time period following graduation. **Denominator:** Number of CTE completers in the reporting year.
5P1: Nontraditional Participation	*Non-traditional participation is measure of the percentage of gender minority enrollments in CTE programs that are related to occupations identified as gender under-represented* (less than 25% minority employment, U.S. Census Household Survey). **Numerator:** Number of minority gender students who enrolled in a gender under-represented CTE program. **Denominator:** Total number of students enrolled in a gender under-represented CTE program.
5P2: Nontraditional Completion	*Non-traditional completion is measure of the percentage of gender minority graduates from CTE programs that are related to occupations identified as gender under-represented* (less than 25% minority employment, U.S. Census Household Survey). **Numerator:** Number of minority gender students who graduated from gender under-represented CTE programs. **Denominator:** Total number of students graduating from gender under-represented CTE programs.

Performance at the Community College Level

The following table provides performance by college for the Perkins performance measures in 2008-09.

	1P1	2P1	3P1	4P1	5P1	5P2
College	**Technical Skills Attainment**	**Completion**	**Retention**	**Employment***	**Non-Trad Participation**	**Non-Trad Completion**
Blue Ridge	78.1%	45.6%	72.0%	90.2%	15.9%	8.4%
Central Virginia	76.8%	39.5%	64.7%	74.9%	16.8%	14.0%
Dabney S. Lancaster	67.3%	47.0%	64.0%	71.6%	19.3%	14.3%
Danville	74.2%	59.2%	70.2%	66.2%	15.3%	15.6%
Eastern Shore	77.6%	51.4%	67.2%	84.0%	8.4%	7.1%
Germanna	76.0%	36.9%	70.7%	73.3%	26.2%	21.7%
J. Sargeant Reynolds	77.9%	33.2%	67.8%	80.0%	16.1%	12.4%
John Tyler	81.1%	45.2%	74.5%	78.4%	17.0%	15.5%
Lord Fairfax	77.5%	47.8%	67.9%	75.9%	15.3%	8.3%
Mountain Empire	78.6%	44.0%	60.8%	57.6%	15.4%	14.8%
New River	70.8%	41.8%	66.2%	78.6%	13.4%	10.6%
Northern Virginia	72.8%	29.5%	67.3%	69.8%	20.6%	14.5%
Patrick Henry	81.6%	41.8%	70.9%	66.7%	18.1%	13.9%
Paul D. Camp	76.6%	38.8%	66.4%	76.3%	14.1%	11.5%
Piedmont	73.7%	39.5%	68.6%	78.3%	18.7%	19.4%
Rappahannock	76.7%	39.5%	71.7%	78.6%	8.5%	14.1%
Southside	73.2%	48.9%	63.1%	70.3%	18.9%	12.2%
Southwest	81.3%	42.1%	60.9%	63.0%	15.5%	13.1%
Thomas Nelson	71.9%	42.6%	68.2%	68.4%	22.1%	26.7%
Tidewater	75.6%	32.0%	69.3%	65.4%	16.7%	18.1%
Virginia Highlands	77.2%	49.7%	68.2%	54.6%	17.3%	8.2%
Virginia Western	71.2%	34.4%	67.6%	78.3%	20.3%	19.0%
Wytheville	78.0%	56.4%	72.3%	69.1%	17.3%	16.6%
Total	**75.2%**	**38.4%**	**68.0%**	**70.8%**	**18.0%**	**15.4%**

Target	60.5%	36.0%	46.0%	70.0%	18.5%	14.0%
90% of Target	54.5%	32.4%	41.4%	63.0%	16.7%	12.6%

*Employment is based on student matches with Virginia Employment Commission records and does not include self-employment, employment with the federal government/military, or employment in another state. Therefore, rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

For additional questions please contact:

Elizabeth Creamer
Director of Postsecondary Tech Prep/Perkins
Virginia Community College System
ecreamer@vccs.edu
804.819.4691

Wendy Kang
Director of Workforce Research and Evaluation
Virginia Community College System
wkang@vccs.edu
804.819.4781

Board of Education Agenda Item

Item: H. **Date:** March 18, 2010

Topic: Report on the 2010-2012 Biennial Budget Adopted by the 2010 General Assembly

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: 225-2025 **E-Mail Address:** Kent.Dickey@doe.virginia.gov

Origin:

_X_ 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:

_X_ No previous board review/action

___ Previous review/action
date
action

Background Information:

The introduced budget for the 2010-2012 biennium (HB/SB 30) submitted to the 2010 General Assembly included, for K-12 public education, technical updates to funding formulas and funding reductions in response to state revenue shortfalls. The 2010 General Assembly acted on the recommendations in the introduced budget and adopts its 2010-2012 budget before adjourning the session. Final budget action of the full General Assembly is based on the budget recommended by the budget Conference Committee.

Summary of Major Elements:

This report provides an overview of the final 2010-2012 budget actions – both funding and budget language changes – adopted by the 2010 General Assembly affecting K-12 public education. State funding for public education in Virginia is provided through the Direct Aid to Public Education budget in the state appropriation act.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept this informational report.

Impact on Resources:

The report overviews the impact on funding and budget language provisions for K-12 public education in the 2010-2012 biennium based on the budget adopted by the 2010 General Assembly.

Timetable for Further Review/Action:

The General Assembly-approved budget will be sent to Governor McDonnell for review and action. The Governor may propose amendments or vetoes to the General Assembly's budget to be considered at the veto session on April 21, 2010. The Board of Education will be informed of any further changes affecting public education funding or budget language provisions resulting from the veto session.

Board of Education Agenda Item

Item: I. **Date:** March 18, 2010

Topic: Report on Legislation Passed by the 2010 General Assembly

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 **E-Mail Address:** Anne.Wescott@doe.virginia.gov

Origin:

_X_ 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 _____
action _____

Background Information: Department staff tracked all bills and resolutions affecting K-12 education that were considered by the 2010 General Assembly. The attached report lists bills and resolutions passed by the General Assembly that address topics under the purview of the Board of Education.

Summary of Major Elements: The report provides a summary of legislative actions, and specifies those areas in which the Board will need to take action in the upcoming year.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept this informational report.

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

March 9, 2010

2010 K-12 Legislation

Governor's Bills			
Bill	**Description**	**Deliverables[1]**	**Due Date[2]**
HB1388 (D. Bell) SB738 (Newman)	**Virtual schools.** Establishes guidelines for virtual school programs through local school boards around the Commonwealth. The purpose of the bill is to stimulate the growth of these innovative education programs among local school boards to help students who struggle in a traditional classroom environment and provide parents with an option within Virginia's public school system. Virtual school students utilize technology in order to learn full-time through a distance learning environment outside of the traditional classroom. They continue to have the services of a highly qualified, Virginia-certified teacher; must take all mandated state testing; and adhere to attendance requirements.	**Superintendent shall develop and Board approve:** • Criteria and application process • Monitoring process • Revocation process • Appeals process **Department:** • Maintain specified information on the Web **Superintendent:** • Develop model policies and procedures **Board:** • Include specified information in the Annual Report	1/31/2011 11/1/2011
HB1389 (Peace) SB736 (Newman)	**College Partnership Laboratory Schools.** Establishes college partnership laboratory schools for the purpose of stimulating the development of innovative public education programs by providing opportunities for greater cooperation and coordination between institutions of higher education and K-12 education systems. The laboratory schools are created by a contract between the school and the Board of Education.	**Board:** • Establish criteria for making distributions from the fund • May issue guidelines governing the fund • Establish procedures for receiving, reviewing, and ruling on applications • Establish a review committee • May establish a procedure for public notice, comment, or hearings	

[1] The Department of Education disseminates a Superintendent's Memo to school divisions after the Veto Session on all legislation passed by the 2010 General Assembly and signed by the Governor, and provides additional information and technical assistance as may be needed.
[2] Legislation passed by the 2010 General Assembly and signed by the Governor becomes effective on July 1, 2010 unless noted otherwise.

HB1390 (Lingamfelter) SB737 (Newman)	**Public charter schools.** Requires the public charter school applicant to submit its application to the Board of Education for review, comment, and a pre-certification recommendation prior to the submission of such application to a local school board. The Board's review must include a recommendation as to whether the application meets the approval criteria developed by the Board. Also, provides for an opportunity for a public charter school applicant to appeal a local school board decision to deny a public charter school application.	**Board:** • Establish procedures for receiving and reviewing applications and post on the Web	
SOA			
HB111 (Lohr) SB352 (Obenshain)	**Delayed implementation of the new Standards of Accreditation provisions.** Delays until July 1, 2011 the implementation of the regulations for the accreditation of schools that were not already in effect on June 30, 2008, with the exception of the Graduation and Completion Index.	**Board:** • Regulatory revision to change effective date (fast track)	
HB196 (Ware)	**Delayed implementation of the new graduation requirements.** Postpones implementation of any additional graduation requirements, including the economics education and financial literacy requirement and the requirements for the Standard Technical and Advanced Technical Diplomas, until July 1, 2011.	**Board:** • Regulatory revision to change effective date (fast track)	
HB257 (McClellan)	**Review of homebound instruction.** Requires the Board to review the Standards of Accreditation to determine if homebound instruction may be made available to students confined at home or in a health care facility based upon evidence submitted by any person licensed to diagnose and treat mental, emotional, or behavioral disorders by a health regulatory board within the Department of Health Professions. Currently, a licensed physician or a licensed clinical psychologist may certify a student for homebound instruction.	**Board:** • Review regulations governing homebound instruction	
HB622 (Orrock)	**Economics and personal finance.** Allows local school boards to permit students to earn credit for this course if they successfully complete a career and technical education course that includes the Board objectives for economics education and financial literacy. (The bill was carried over to 2011 with a letter to the Board.)	**Board:** • Review bill and report any recommendations to the Chairman of the House Education Committee	Prior to 12/2/10

HB1199 (Iaquinto)	**Waiver of graduation requirements.** Requires the Board of Education to provide for the waiver of graduation requirements to be granted only for good cause and to be considered on a case-by-case basis.	**Board:** • Provide for a waiver as may be necessary	
CTE and STEM			
HB394 (Lohr) SB629 (Wagner)	**Sequential electives required to earn a Standard Diploma.** Requires the two sequential electives, which provide a foundation for further education or training or preparation for employment, to be identified in the Academic and Career Plan as described in the Standards of Accreditation.	**Board:** • Revise the Standards of Accreditation Guidance Document **Department:** • Revise technical assistance materials	
HB566 (Tata) SB630 (Wagner)	**Virginia's Workplace Readiness Skills assessments.** Requires each local school board to include in its annual report to the Board of Education the number of Virginia's Workplace Readiness Skills assessments passed and the number of national occupational competency assessments passed.	**Department:** • Collect data and add to the School Report Card posted on the Web	
HB1172 (Phillips) SB145 (J. Miller)	**Virginia Index of Performance incentive program.** Codifies a current recognition program that recognizes fully accredited schools and school divisions that make significant progress toward achieving advance proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. Requires the Board of Education to include program performance objectives and measures that promote student achievement in science, technology, engineering, and mathematics (STEM).	**Board:** • Revise VIP criteria to include STEM	
HJR100 (LeMunyon)	**Support the establishment of additional mathematics, science, and technology Governor's Schools in the Commonwealth.** Encourages the Board of Education to support the establishment of additional mathematics, science, and technology Governor's Schools in the Commonwealth.		

Health and Safety			
HB270 (Englin)	**Plan for the vaccination of school children.** Requires the Department of Health to include in its vaccination plans procedures to ensure the prompt vaccination of all persons of school age in the Commonwealth, including private and home-schooled students, upon declaration of an emergency involving a vaccine-preventable disease and consent of the parent.		
HB1217 (Lewis)	**Firearm safety education program.** Requires the Board of Education to establish curriculum guidelines for a standardized program of firearm safety education for the elementary school grades. Local school boards electing to provide firearm safety education shall offer instruction pursuant to the Board's curriculum guidelines.	**Board:** • Develop curriculum guidelines for a firearm safety education program for elementary students.	
HB1048 (Kory) SB566 (Ticer)	**Following too closely; passing other vehicles.** Adds bicycles, electric personal assistive mobility devices, electric power-assisted bicycles, and mopeds to the list of vehicles that the driver of a motor vehicle shall not follow more closely than is reasonable. (These bills failed, with letters to the Board.)	**Board:** • Review bill and revise the driver education curriculum as may be necessary	
HB1376 (Sickles)	**Guidelines on administration of drugs to public school students with epilepsy and other seizure disorders.** Requires the Board of Nursing to revise the guidelines for seizure management. The guidelines shall be posted on the Department of Education's Web site. The Board of Education shall develop a standardized form to be used for authorizing the administration of such medications in the public schools and shall post it on the Department of Education's Web site.	**Board:** • Develop standardized form **Department:** • Post guidelines and standardized form on the Web	
SB197 (Blevins)	**Records of pesticide application.** Clarifies that each local school division, rather than each individual school, shall maintain records of any pesticide application on school grounds.	**Department:** • Disseminate guidelines for integrated pest management developed by the Virginia Cooperative Extension and the Pesticide Control Board	7/1/2010

SB269 (Whipple)	**Driver education programs.** Requires the Board of Education to include fuel-efficient driving practices as part of the driver education curriculum.	**Board:** • Revise the driver education curriculum as may be necessary	
SB414 (Vogel)	**Competitive foods.** Requires the Board of Education to promulgate regulations setting nutritional guidelines for all competitive foods sold to students during regular school hours. Local school boards are required to report to the Department of Education on their plans to implement the final regulations	**Board:** • Promulgate regulations governing competitive foods	
SB652 (Northam)	**Guidelines about concussions.** Requires the Board of Education to develop guidelines for policies dealing with concussions in student-athletes, including the nature and risk of concussions; criteria for return to play; and risks of not reporting the injury and continuing to play. Requires each local school division to develop policies and procedures regarding the identification and handling of suspected concussions in student-athletes.	**Board:** • Develop guidelines related to concussions • Develop approved process to acknowledge receipt of information • Determine appropriate licensed health care providers	
HJR95 (E. Scott)	**Virginia Farm-to-School Week.** Designate the second full week of November, in 2010 and in each succeeding year, as Virginia Farm-to-School Week in the Commonwealth.		
SJR85 (Peterson)	**Encouraging physical activity in public schools.** Encourages the local school divisions to promote daily physical activity and reduce childhood obesity.		
Special Education			
HB304 (O'Bannon)	**Virginia Grade Level Alternative assessment.** Requires an annual justification to the Board, as part of the Individual Education Program, for every student who takes the Virginia Grade Level Alternative assessment instrument in grades three through eight. Such justification shall include evidence that the student meets participation criteria defined by the Department of Education.	**Department:** • Define the participation criteria for VGLA • Collect certification of compliance from school divisions • Monitor compliance through special education monitoring **Board:** • Report noncompliance in the Board's Annual Report	

SB46 (Stuart)	**Special education program for children with disabilities; recovery of attorney fees.** Authorizes a court to award reasonable attorney fees and costs to the prevailing party.		
Teachers			
HB623 (Orrock)	**Substitute teachers.** Allows local school boards to employ substitutes, with the approval of the Superintendent of Public Instruction on a case-by-case basis, for periods longer than 90 teaching days in a school year, and requires the Board to develop guidelines pertaining to the employment of substitutes for longer than 90 teaching days during one school year.	**Board:** • Develop guidelines	Prior to 7/1/11
SB715 (Petersen)	**Teacher preparation in civics education.** Requires the Board of Education to promulgate regulations to require: (i) All education preparation programs for teachers in history and social sciences, elementary education K-6, and middle education 6-8 to include local government and civics instruction specific to Virginia and (ii) Any teacher seeking renewal of a license with an endorsement in history and social sciences, elementary education K-6, or middle education 6-8 to undertake study of the structures, function, and powers of state and local government of Virginia and the importance of citizen participation in the political process in state and local government of Virginia.	**Board:** • Revise regulations governing teacher licensure and approved programs	
Local School Divisions			
HB107 (Cole)	**Notification to schools.** Clarifies that notification is to be given to the superintendents of school divisions when students who are 18 years of age or older are charged with certain crimes and are subject to the jurisdiction of the juvenile and domestic relations district court.		
HB227 (Watts)	**Sex offenses prohibiting entry onto school property.** Current law allows an adult who is prohibited from entering upon school or child day center property because he was convicted of a sexually violent offense to petition either the juvenile and domestic relations district or circuit court of the locality for permission to enter the property; this bill provides that the petition must be filed in circuit court.		

HB669 (May) SB413 (Vogel)	**Triennial census of school population.** Eliminates the requirement that every three years a census of all school-age persons residing within each school division take place. The bill also amends the procedure regarding sales and use tax distribution to localities so that distribution is based on an annual estimate of the school age population done by the Weldon Cooper Center for Public Service.	**Department:** • Provide information regarding the number of students ages two through four and 20 through 21 receiving special education services	
HB907 (R. Bell)	**Reports of certain acts to school authorities.** Provides that for any report from local law-enforcement authorities to the principal or his designee and the division superintendent regarding certain offenses committed by a juvenile student that would be an adult misdemeanor, local law-enforcement authorities and attorneys for the Commonwealth shall also be authorized to disclose information regarding terms of release from detention, court dates, and terms of any disposition orders to the superintendent of the school division.		
HB1245 (Kory)	**Surplus property.** Allows elected school boards to donate obsolete educational technology hardware and software and other obsolete personal property to a Virginia nonprofit organization which is exempt from taxation under § 501 (c) (3) of the Internal Revenue Code.		
HB1353 (Cline)	**Possessing or consuming alcoholic beverages while operating a school bus; penalty.** Provides that any person who possesses or consumes an alcoholic beverage while operating a school bus transporting children is guilty of a Class 1 misdemeanor.		
SB196 (Blevins)	**Notification of school nonattendance.** Clarifies that, in addition to the attendance officer, school personnel, and volunteers, the school principal or his designee is responsible for notifying parents concerning students' nonattendance at school.		
SB209 (Barker)	**International Baccalaureate courses.** Requires the governing boards of each public institution of higher education to have policies regarding the granting of undergraduate course credit to entering freshmen students who have successfully completed one or more International Baccalaureate or Advanced Placement courses.		

SB354 (Obenshain)	**Limited English proficient assessment.** Provides that local school divisions may administer a locally developed or selected limited English proficiency assessment pursuant to the federal No Child Left Behind Act, so long as such assessment has been approved by the Board of Education.	**Department:** • Reissue Superintendent's Memo outlining the process for Board approval of locally selected or developed instruments	
SB361 (Barker)	**Religious holidays.** Requires local school boards to develop policies ensuring that any student's absence because of the observance of a religious holiday be recorded as excused on the student's attendance record and that a student not be deprived of a perfect attendance award because of such absence.		
Administrative Procedures/ Regulations			
HB208 (Bulova)	**Reduction of data collection and reporting requirements.** Eliminates several outdated or duplicative reports to the General Assembly, including the reports on acceptable Internet use, remedial programs, and regional alternative programs, and combines the charter school report with the Board's annual report.	**Board:** • Revise or repeal regulations governing remedial programs **Department:** • Continue to consolidate and eliminate data collections and reports	
HB491 (Lingamfelter)	**Student fees.** Clarifies that student fees for instructional materials must not be construed to authorize a school board to charge fees for materials that are not directly used by the student.	**Board:** • Revise regulations governing student fees (these regulations are already under revision)	
HB557 (Tata) SB253 (Reynolds)	**Opening of the school year.** Provides school divisions may self-certify that they meet one of the "good cause" provisions of the Code to enable the school division to open prior to Labor Day.	**Department:** • Revise current administrative process	
HB709 (Peace)	**Electronic textbooks.** Requires publishers of textbooks approved by the Board of Education for grades 6-12 to allow for the purchase of either printed or electronic textbooks.	**Board:** • Revise regulations governing textbooks (these regulations are already under revision)	

HB1289 (Plum)	**Permitted fees and charges; local school boards.** Clarifies that local school boards are not prohibited from: (i) Making supplies, services, or materials available to pupils at cost or (ii) Imposing a fee or charge for a field trip or any educational program that is not a required activity. School boards may waive such fees or charges for those pupils it determines are unable to afford them. (The bill was left in House Education, with a letter to the Board)	**Board:** • Revise regulations governing student fees (these regulations are already under revision)	
SB241 (Watkins)	**Open Education Curriculum Board.** Establishes the Open Education Curriculum Board to designate qualifying entities as Open Education Consortiums and to set the standards for submission of education materials and subsequent licensing of educational curriculum developed by the Consortia. Materials submitted to a Consortium may be edited in any manner and released under a Creative Commons license or licensed for use as a commercial product, subject to restrictions developed by the Board. Consortia may offer financial incentives to encourage individuals to submit educational materials to the Consortium.	**Department:** • Fund and staff the Open Education Curriculum Board **Open Education Curriculum Board:** • Develop an application process for designating consortia • Develop reporting requirements for monitoring and compliance • Report annually to the General Assembly and the Governor • Recommend open education policies that have the potential to reduce the cost of textbooks and educational materials • Promulgate regulations as may be necessary	
SB299 (J. Miller)	**Virginia Council on the Interstate Compact on Educational Opportunity for Military Children.** Requires the Department of Education to employ a military family education liaison to provide staff support for the Virginia Council on the Interstate Compact on Educational Opportunity for Military Children and to assist military families and the state in facilitating the implementation of the Interstate Compact.	**Department:** • Provide staff support to the Council • Provide information and assistance to military families and to school divisions	

SB633 (Stosch)	**Neighborhood assistance tax credits; impoverished people.** Changes the definition of "impoverished people" for education proposals under the Neighborhood Assistance Act Tax Credit program from 180 percent to 200 percent of the current federal poverty guidelines.	**Board:** • Revise guidelines related to the Neighborhood Assistance Act	
Studies			
HB485 (Lingamfelter)	**Financial and management review of all state agencies.** Directs the Governor to initiate an operational and programmatic performance review of executive agencies, including Department of Education and primary and secondary education funded by the Commonwealth. The goal of the review is to effect savings in expenditures, a reduction in duplication of effort, and programmatic efficiencies in the operation of state government. The language specifies that the "costs to conduct the operational and programmatic performance reviews shall be funded by a percentage of any savings resulting from the recommendations proposed by the private management consulting firm that are implemented by either the Governor or the General Assembly by July 1, 2012."		Review to be completed by 12/1/11
HB978 (Anderson)	**Statewide uniform grading policy.** Requires the Board of Education to establish a statewide uniform grading policy that interprets end-of-course grades used for students in public schools in grades six through 12 as follows: 1. Grade "A" is 90-100 percent, has a GPA value of four, and is defined as "outstanding progress"; 2. Grade "B" is 80-89 percent, has a GPA value of three, and is defined as "above average progress"; 3. Grade "C" is 70-79 percent, has a GPA value of two, and is defined as "average progress"; 4. Grade "D" is 60-69 percent, has a GPA value of one, and is defined as "lowest acceptable progress"; and 5. Grade "F" is 0- 59 percent, has a GPA value of zero, and is defined as "failure." (The bill was carried over to 2011, with a letter to the Board.)	**Board:** • Review bill and report any recommendations to the Chairman of the House Education Committee	Prior to 12/2/10

HJR60 (K. Cox)	**JLARC study on procurement.** Directs the Joint Legislative Audit and Review Commission to study the feasibility and effectiveness of requiring local school divisions to contract collectively in certain areas of procurement.		
HJR101 (Peace) SJR50 (Y. Miller)	**Virginia Workplace Readiness Skills.** Requests that the Board of Education approve the revised Virginia's Workplace Readiness Skills test. The Board of Education must submit an executive summary and report of its progress in meeting the request of this resolution to the Governor and 2011 Regular Session of the General Assembly.	**Board:** • Review workplace Readiness Skills test when it is revised • Report to the Governor and General Assembly	Prior to 1/12/2011
SJR31 (J. Miller)	**JLARC study on reading proficiency of third grade students.** Directs the Joint Legislative Audit and Review Commission to study ways to promote and ensure early reading proficiency and comprehension among third graders in the public schools. In conducting its study, JLARC shall: (i) Determine the number of third graders who read at grade level; (ii) Rank the school divisions according to the number of third graders who passed the most recent third grade reading test; (iii) Identify best practices utilized by school divisions with the highest percentage of third graders who read at grade level; (iv) Examine the findings and recommendations of state and national studies pertaining to the efficacy of early reading proficiency and comprehension and its relationship to academic success, and recommend those recommendations appropriate for implementation in Virginia; and (v) Determine strategies to increase the number of third graders who pass the third grade reading test and ways to improve and sustain the early reading proficiency of third grade students.		

SJR32 (McDougle)	**JLARC study on improving coordination between K-12, community colleges, and four-year institutions of higher education.** Directs the Joint Legislative Audit and Review Commission to study the role of the Secretary of Education in improving coordination between K-12, community colleges, and four-year institutions of higher education. In conducting its study, JLARC shall: (i) Examine the statutory authority and duties of the Secretary of Education in overseeing education in the Commonwealth from K-12 through higher education, (ii) Consider possible ways of expanding such authority or duties in order to better coordinate education at all levels throughout the Commonwealth, (iii) Emphasize the need to better anticipate the workforce needs of the Commonwealth, and ways to direct students toward education and training that will fulfill those needs, and (iv) Make recommendations as to how to accomplish these objectives.		
SJR87 (Vogel)	**Study of dyslexia screening in kindergarten.** Requests the Department of Education to study dyslexia screening for kindergarteners. In conducting its study, the Department shall: (i) Examine available scientific data on the success of early screening for dyslexia, (ii) Consider the cost-effectiveness of such strategy, and (iii) Make recommendations as to whether such screening is advisable and, if so, the particular method that is most effective.	**Department:** • Conduct study and make recommendations	