COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: April 21, 2010
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

VIRGINIA BOARD OF EDUCATION
Wednesday, April 21, 2010

11:00 a.m. FULL BOARD CONVENES

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

EXECUTIVE SESSION

ADJOURNMENT OF EXECUTIVE SESSION

1:00 p.m. PLANNING SESSION CONVENES

RECOGNITIONS

- A Resolution of Appreciation presented to Dr. Thomas Brewster, former member of the Virginia Board of Education
- A Resolution of Appreciation presented to Mr. Kelvin Moore, former member of the Virginia Board of Education

INTRODUCTORY REMARKS
Mrs. Eleanor Saslaw, President, Virginia Board of Education

OVERVIEW OF PRESENTATION TOPICS
Dr. Patricia Wright, Superintendent of Public Instruction
Virginia Department of Education

REPORTS AND PRESENTATIONS

A. HIGHLIGHTS OF PROGRESS AND ACTIVITIES TOWARDS MEETING BOARD OF EDUCATION OBJECTIVES
Presenter: Dr. Deborah Jonas, Executive Director, Research and Strategic Planning

Planning Session Agenda (continued)
Wednesday, April 21, 2010

B. ***CHARTER SCHOOL LEGISLATION***
Presenter: Mrs. Anne Wescott, Assistant Superintendent, Policy and Communications

C. CURRENT CHARTER SCHOOL APPLICATION REVIEW PROCESS
Presenter: Ms. Roberta Schlicher, Director, Program Administration and Accountability

D. COLLEGE PARTNERSHIP LABORATORY SCHOOL LEGISLATION
Presenter: Mrs. Michelle Vucci, Director of Policy

E. VIRTUAL SCHOOL PROGRAM LEGISLATION
Presenter: Mrs. Michelle Vucci, Director of Policy

F. VIRTUAL VIRGINIA: PROGRAM UPDATE
Presenter: Mr. Lan Neugent, Assistant Superintendent, Technology and Career Education

G. VIRGINIA'S EDUCATIONAL INFORMATION MANANGEMENT SYSTEM – FUTURE WORK
Presenter: Mrs. Bethann Canada, Director, Educational Information Management

H. THE FUTURE OF VIRGINIA'S ASSESSMENT PROGRAM: TESTING IN A DIGITAL AGE
Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Student Assessment and School Improvement

I. OVERVIEW OF THE BOARD OF EDUCATION'S COMPREHENSIVE PLAN
Presenter: Mrs. Anne Wescott, Assistant Superintendent, Policy and Communications

WRAP UP AND NEXT STEPS

ADJOURNMENT OF PLANNING SESSION

NOTE: THE BOARD OF EDUCATION WILL CONVENE FOR THE BUSINESS SESSION AT 9 A.M., THURSDAY, APRIL 22, 2010.

COMMONWEALTH of VIRGINIA
Board of Education Business Session Agenda

Date of Meeting: April 22, 2010 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

VIRGINIA BOARD OF EDUCATION
BUSINESS SESSION AGENDA
THURSDAY, APRIL 22, 2010

9:00 a.m. FULL BOARD CONVENES

Moment of Silence/Pledge of Allegiance

Approval of Minutes of the March 18, 2010, Meeting of the Board

Public Comment

CONSENT AGENDA

J. Final Review of Financial Report on Literary Fund

ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS

K. First Review of the Proposed Revisions to the *Regulations Governing Career and Technical Education (8VAC20-120-10 et seq.)*

ACTION/DISCUSSION ITEMS

L. First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day (Year Round School) from Richmond City Public Schools

M. First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Harrisonburg City Public Schools

N. First Review of a Request for Approval of an Waiver of 8 VAC 20-131-150 of the Standards of Accreditation (5 ½ Hour School Day) from Montgomery County Public Schools

ACTION/DISCUSSION ITEMS (continued)

O. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and the College of William and Mary

P. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit with Stipulations the Professional Education Program at Washington and Lee University through a Process Approved by the Board of Education and Approve the Education (Endorsement) Programs

Q. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Professional Education Program at Averett University through a Process Approved by the Board of Education

R. First Review of Recommendations of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language

S. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Passing Score for the Praxis II Business and Information Technology Assessment

T. Final Review of a Request for Approval of a Request from Fairfax County Public Schools for a Waiver of One Day for a Declared State of Emergency

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

ADJOURNMENT OF BUSINESS SESSION

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m., Wednesday, April 21, 2010. No business matters will be discussed. 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.

HIGHLIGHTS OF PROGRESS AND ACTIVITIES TOWARDS MEETING BOARD OF EDUCATION OBJECTIVES

Deborah Jonas
Executive Director for Research and Strategic Planning
Presentation to the Virginia Board of Education
April 21, 2010

Overview

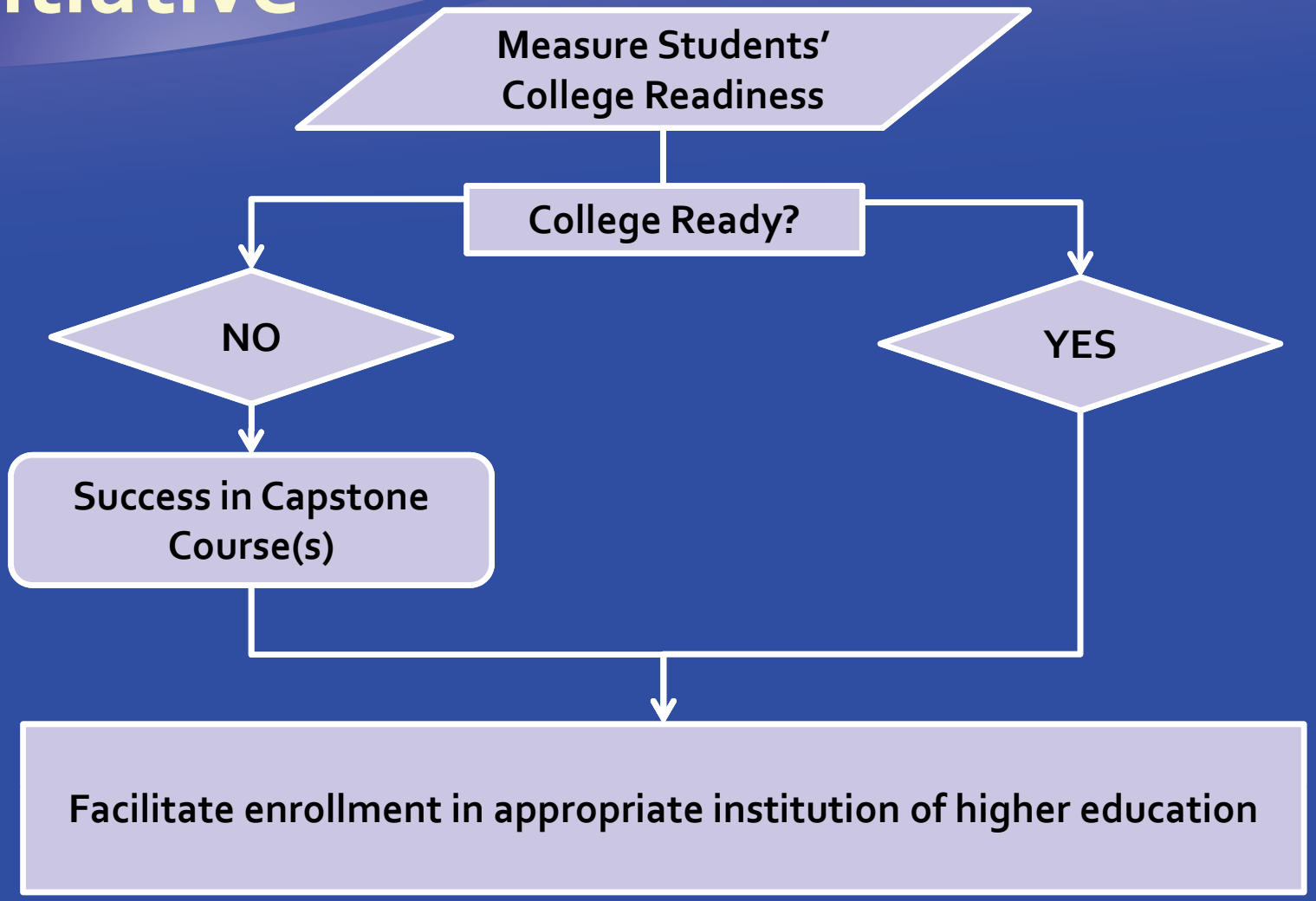
- Comprehensive plan includes metrics to assess the Board's progress towards meeting objectives and the state of education in Virginia.
- Metrics are reported comprehensively each fall in the Board's annual report.
- The report includes qualitative and quantitative measures.

Today's Highlights

- Virginia's College Readiness Initiative
- Adolescent literacy—challenges ahead
- Update on pre-K data projects

Virginia's College Readiness Initiative

Virginia's College Readiness Initiative



Measuring Readiness

Indicators of College Readiness in Virginia*	
Coursework	• Algebra II • Lab science (e.g., chemistry) • Participation in: – Dual enrollment – Advanced placement courses – IB programs
Diploma type	• Advanced studies
SOL scores	• Reading: Advanced • Writing: Advanced • Algebra I: Advanced • Geometry: Advanced • Algebra II: Advanced or near advanced
Other	• College ready on external assessments (e.g., SAT, ACT)

*Based on preparation for success in four-year schools. In Virginia, few students enrolled in four-year schools require remediation.

Important Nuances

Mathematics
- ✓ Includes Algebra II
- ✓ Advanced proficient scores

→

English/language arts
- ✓ Reading: proficient
- ✓ Writing: proficient (not advanced)

→

Four-Year Enrollment and Persistence
- 63 percent enroll
- Most persist into the second and third years (83 percent of the group)

English/language arts
- ✓ Advanced proficient scores in reading and writing

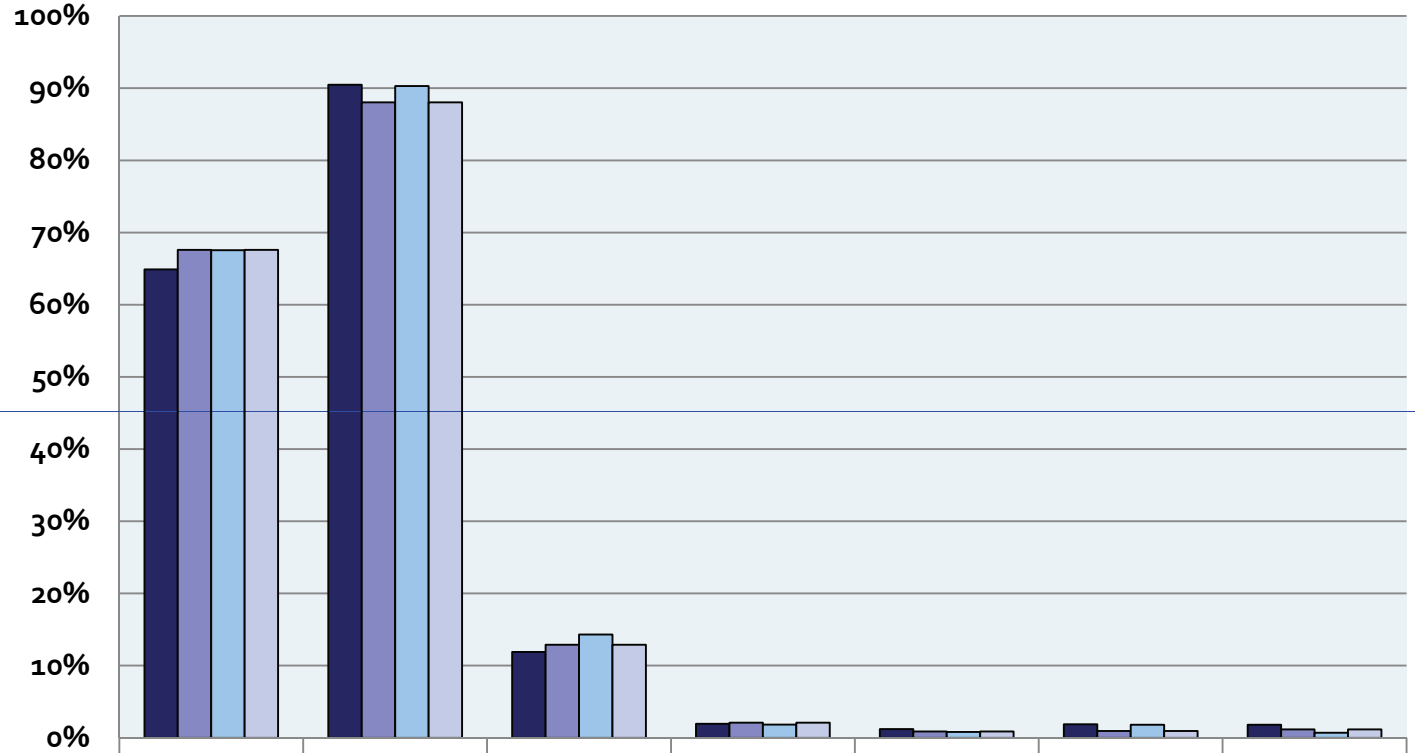
→

Mathematics
- ✓ No advanced scores on SOL assessments
- ✓ Algebra II participation

→

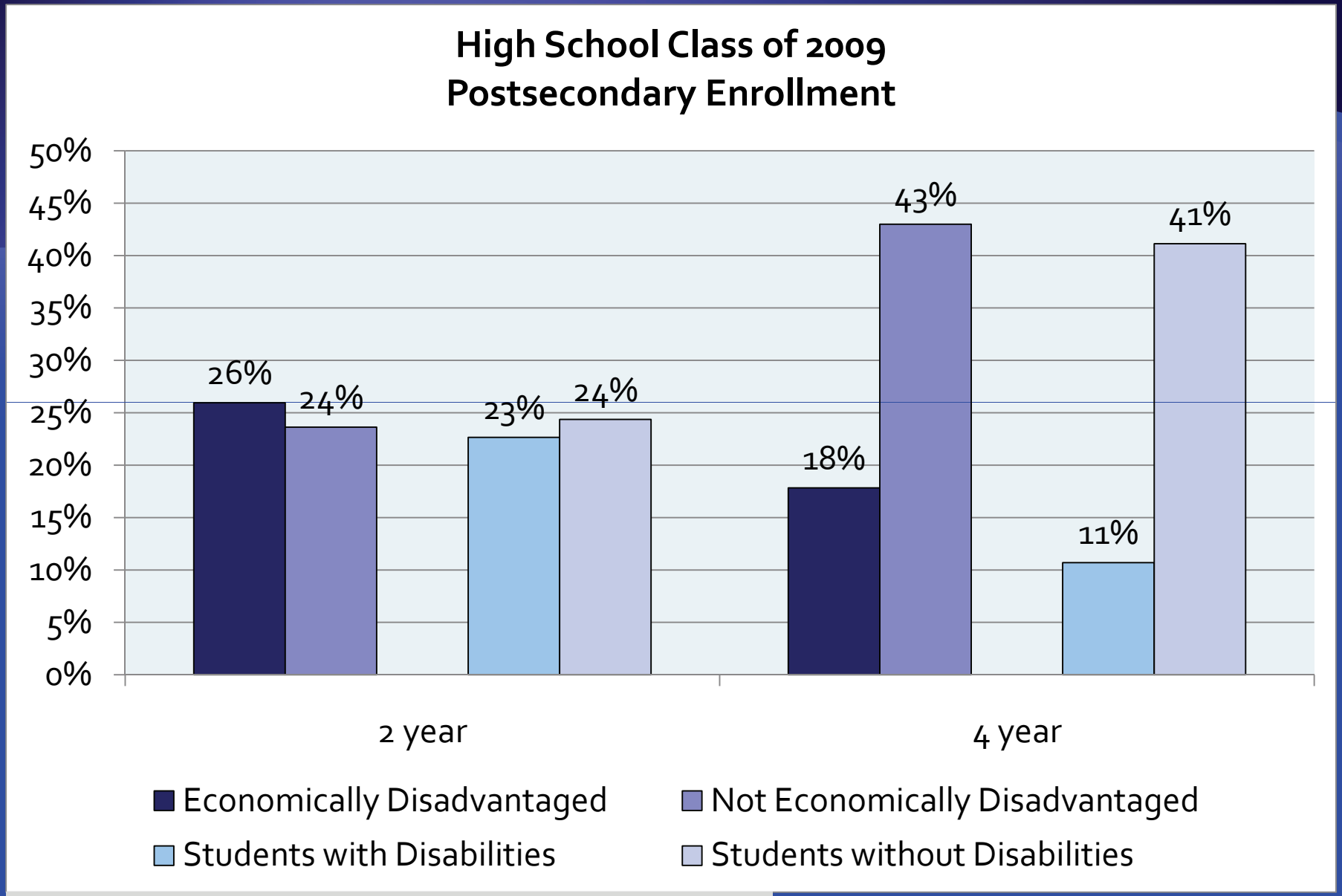
Four-Year Enrollment and Persistence
- 60 percent enroll
- Most persist into the second and third years (81 percent of the group)

Virginia High School Graduates and Completers: Percent Enrolled in Four Year Postsecondary Institutions



	Advanced Diploma	IB Diploma	Standard Diploma	Modified Standard Diploma	Special Diploma	GED	Certificate of Completion
2009	65%	90%	12%	2%	1%	2%	2%
2008	68%	88%	13%	2%	1%	1%	1%
2007	68%	90%	14%	2%	1%	2%	1%
2006	68%	88%	13%	2%	1%	1%	1%

Enrollment based on data provided by the National Student Clearinghouse



Enrollment based on data provided by the National Student Clearinghouse

Percent Enrolled in Four -Year Institutions: School Class of 2007

Proficiency Level	Algebra I	Geometry	Algebra II	English Reading	English Writing
Advanced Proficient	75%	75%	79%	64%	72%
Proficient	39%	41%	50%	25%	31%
Fail	7%	12%	23%	3%	4%

Enrollment based on data provided by the National Student Clearinghouse

Capstone Courses

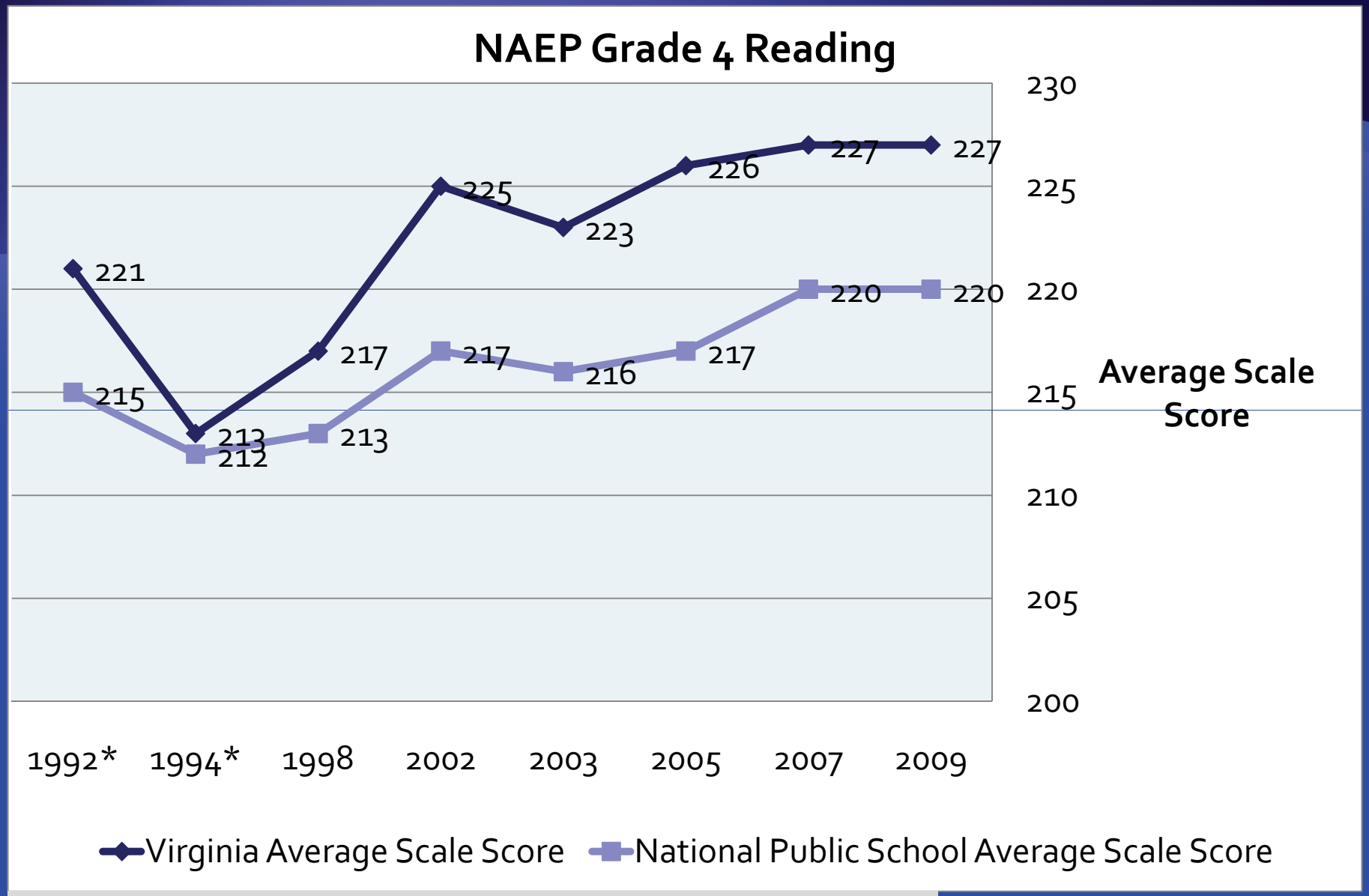
- Designed for students who:
  - Have participated in college-ready curriculum
  - Passed courses but have not met college-ready performance expectations ;
  - Require a refresher course to be successful in entry-level college courses;
  - Require additional skills needed for postsecondary success.
- Will integrate:
  - Content from Virginia Standards of Learning identified as college-ready standards
  - College- and career-ready skills defined in state Career and Technical Education competencies.
  - Other standards identified as appropriate (e.g., standards from the Virginia Community College System, the CCSSO Common Core Standards Initiative)
- These mathematics and English courses will not be designed to provide remedial instruction.

Partners in Virginia's College Readiness Initiative

- Virginia Department of Education (agencywide)
- Virginia Community College System
- State Council of Higher Education for Virginia
- Southern Regional Education Board

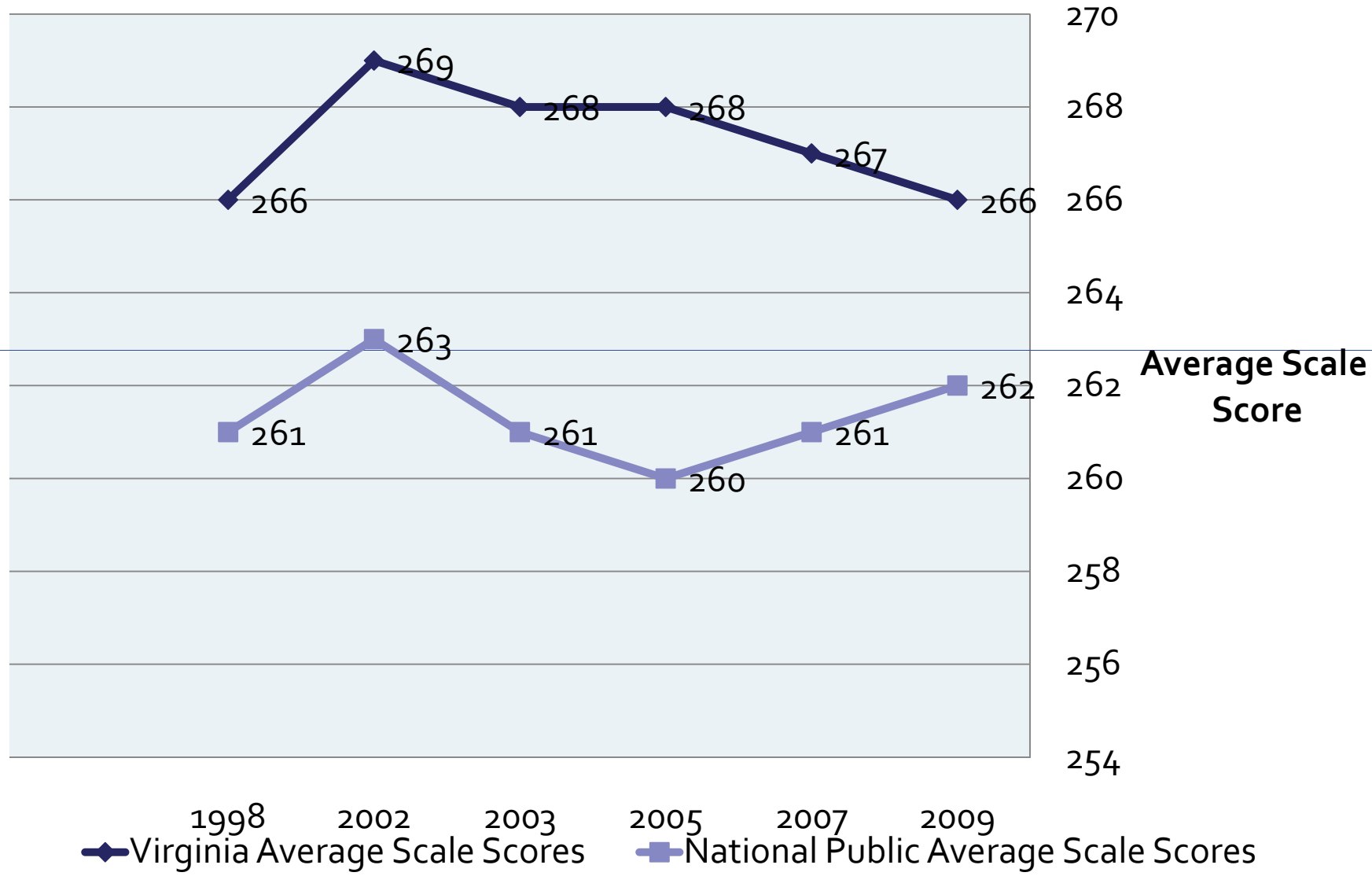
Adolescent Literacy

Significant challenges to increasing students' high school and postsecondary success



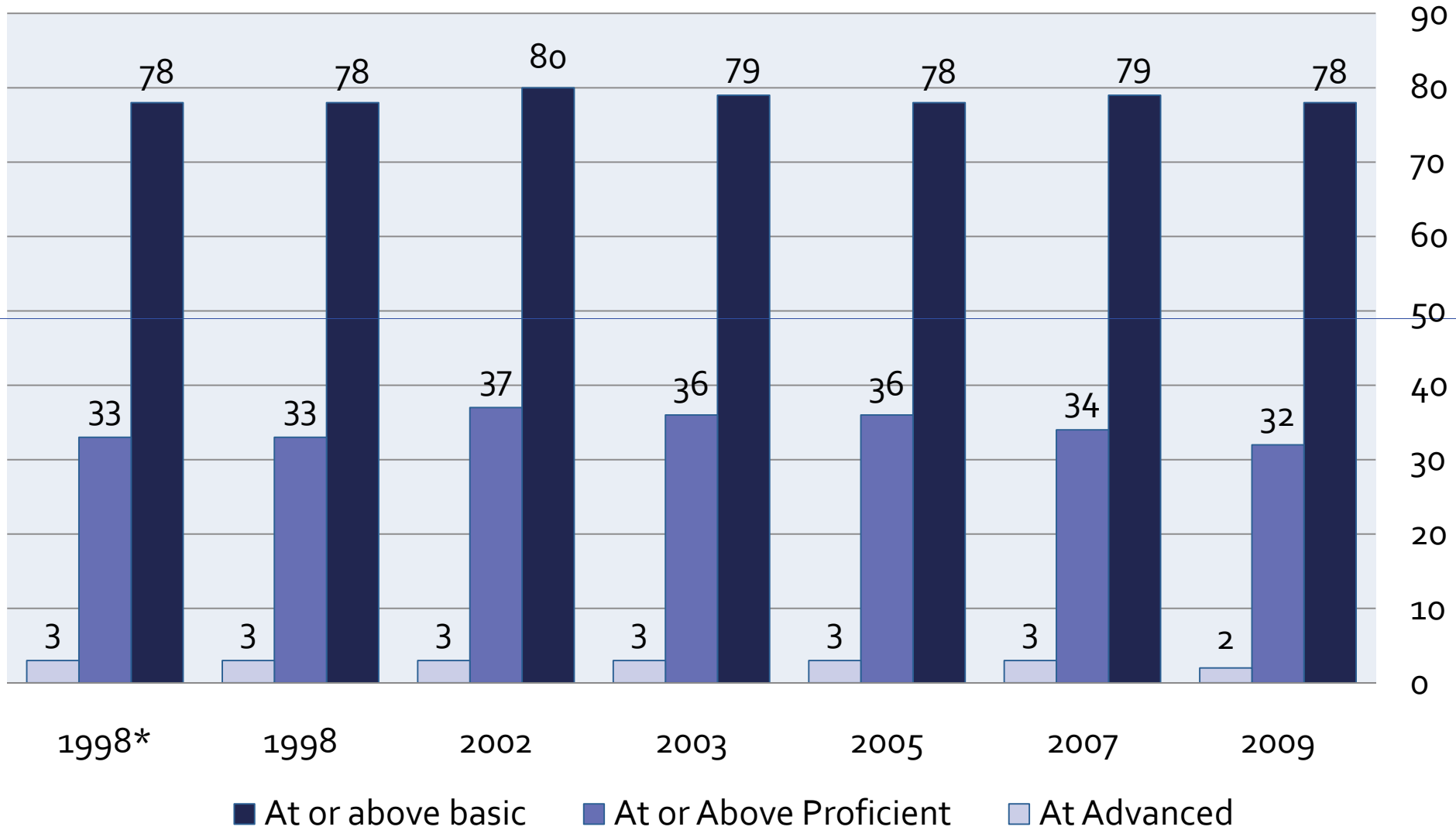
*Accommodations not permitted
This graph was created using the State Profiles. http://nces.ed.gov/nationsreportcard/states/

NAEP Grade 8 Reading: Average Scale Scores



*Accommodations not permitted
This graph was created using the State Profiles. http://nces.ed.gov/nationsreportcard/states/

Achievement Levels: NAEP Grade 8 Reading



*Accommodations not permitted
This graph was created using the State Profiles. http://nces.ed.gov/nationsreportcard/states/

Adolescent literacy actions and initiatives

- Revised English Standards of Learning (SOL): Include more rigorous objectives for reading, especially in the middle school grades.
- Through a partnership with the William and Mary, VDOE is providing 12 schools with targeted services designed to improve instructional practices and embed literacy instruction across the content areas.
- Through a partnership with the University of Virginia, VDOE sponsors intense reading academies for teachers of special education, grades 4-12 to provide professional development in teaching exceptional learners to read and write.
- Awarded 2009 Striving Readers grant to implement adolescent literacy programs in middle schools with significant percentages of struggling readers.
- 2008 Visions to Practice conference for practitioners focused on adolescent literacy
- 2007 Board of Education Literacy Policy Summit

Early Childhood Data Project

- Long-term goal
  - Establish sustainable, flexible, integrated data system to enable state secretariats, legislators and agency commissioners to make informed policy decisions based on timely, valid information.
- Current work: Project Child HANDS*
  - Funded to build a data and research infrastructure that integrates information from multiple sources regarding child care quality and related factors.
- Partners:
  - Virginia Department of Social Services (Lead)
  - Virginia Tech early childhood researchers and engineering experts
  - Virginia Department of Education
  - U.S. Department of Health and Human Services, Administration for Children and Families (sponsor)
- Project treats personal privacy and data security as critical priorities at each step.

* **Child Care Subsidy, Health and Early Education: Helping Analyze Needed Data Securely**

Project HANDS Status

- Phase I: Inventory data available from all partners (complete)
- Phase II: Build the data system (in process)
  - Build with "waves" of partners from local communities
  - Ensure reporting mechanisms meet local and state needs
- Key questions :
  - What kinds of preschools/child care are children who receive CCDF subsidies and Temporary Assistance for Needy Families (TANF) attending?
  - What is the quality of that preschool/care?
  - Are there differences in type and quality of care depending on ethnicity, locality, home language or other demographic factors?
  - How are these children faring in kindergarten, and how is that related to the programs they attended prior to kindergarten?
- See Project Child HANDS Web site for more information: http://www.fivehokies.com/childhands/Project_Child_HANDS_Description.aspx

Questions?

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Charter School Legislation

HB 1390 and SB 737

Background Information

- Charter schools were first authorized in Virginia in 1998.
- In 2002, legislation required all school divisions to accept and review all charter school applications submitted to them.
- In 2004, legislation provided that charter applicants could submit the application to the Board of Education for review.
- The 2004 legislation also deleted the cap on the maximum number of charter schools in a division, and deleted the requirement that half the charter schools must serve at-risk populations.

Charter Schools in Virginia

- The first eight charter schools in Virginia were established between 1999 and 2002 and were converted from traditional public schools.
- Two of these charter schools are still in operation. The third charter school currently in operation was the first to be approved that was submitted from outside a school division.
- The fourth charter school is expected to begin operation in the 2010-2011 school year.

Overview of 2010 Legislation

- HB 1390 and SB 737 require public charter school applicants to submit the application to the Board of Education for a determination as to whether the application meets the Board's approval criteria prior to submitting the application to the local school board.
- The legislation permits the applicant to petition the local school board for reconsideration of a decision to deny an application.
- Prior to such reconsideration, the applicant may seek technical assistance from the Superintendent of Public Instruction.

Current Law

- An application shall be received and reviewed by the local school board.
- An applicant may submit its proposed charter application to the Board for review and comment and the Board is required to examine the application for feasibility, financial soundness, curriculum, and other criteria established by the Board.
- The Board review does not include consideration as to whether the application should be approved by the local school board.
- Any decision regarding a charter school application, revocation, or renewal by a local school board is final and not subject to appeal.

Details of the 2010 Legislation

- A public charter school applicant must submit its application to the Board of Education and the Board must make a determination as to whether the application meets its approval criteria.
- The Board must establish procedures for the review of applications.
- The Board and local school boards are required to post review procedures on their Web sites.
- Local school boards are required to establish a procedure for public notice.

Details of the 2010 Legislation

- A local school board must give at least 14 days' notice of its intent to receive public comment on an application.
- If a local school board denies an application, it must provide the applicant with the reasons for the decision and post such reasons on its Web site.
- An applicant receiving a denial may petition the local school board for reconsideration.

Details of the 2010 Legislation

- Local school boards must establish a process for reconsideration, including an opportunity for public comment.
- Prior to reconsideration, the applicant may seek technical assistance from the Superintendent of Public Instruction.
- Upon reconsideration, the decision of the local school board shall be final and not subject to appeal.
- An applicant who has been denied is not prohibited from submitting a new application.

Issues for Consideration

The Board must develop or revise:

- **Procedures for receiving and reviewing charter school applications.**
- **A listing of regulations that may be waived for charter schools.**

Issues for Consideration

Should the Board revise and review:

- **Existing criteria used in reviewing applications?**
- **Existing criteria for making distributions from the charter school fund?**
- **The composition of the current Board review committee?**

Issues for Consideration

Should the Board develop:

- **Technical assistance procedures?**
- **Guidance to local school boards related to procedures for receiving, reviewing, and ruling on charter school applications?**
- **Guidance to local school boards addressing a process of reviewing petitions for reconsideration?**

Background Information on Charter Schools in Virginia

Charter school law in Virginia

- In 1998, HB 543 (Hamilton) and SB 318 (Barry) authorized the establishment of charter schools in Virginia.

- In 2001, HB 2439 (Harris) and SB 1393 (Newman) required local school boards to provide notice of their intent to accept or not accept charter school applications.

- In 2002, SB 625 (Barry) required all school divisions to accept and review charter school applications, and required the inclusion of charter school students in fall membership for ADM.

- In 2004, HB 380 (Lingamfelter):
    - ✓ Provided that charter applicants could submit the application to the Board of Education for review for feasibility, curriculum, financial soundness, and other objective criteria;
    - ✓ Deleted the authority of school boards to limit the number of charter schools within the division and the statutory cap on the maximum number of charter schools (which had been ten percent of the total number of schools, or two schools, whichever was greater);
    - ✓ Delete the requirement that half the charter schools in the division must be designed to benefit at-risk pupils, and instead direct school boards to give priority to applications designed to benefit at-risk students currently served by schools that have not achieved full accreditation;
    - ✓ Required the Board to report annually to the General Assembly the number of public charter school applications granted and denied, and the reasons for any such denials; and
    - ✓ Increased the maximum charter term from three to five years.

- In 2007, HB 2311 (Lingamfelter) established a public charter school fund.

- In 2010, HB 1390 (Lingamfelter) and SB 737 (Newman) will:
    - ✓ Require the charter school application to be reviewed by the Board of Education;
    - ✓ Permit the applicant to petition a local school board for reconsideration of denial of an application or revocation of a charter; and
    - ✓ Prior to the petition for reconsideration, provide an opportunity for the application to seek technical assistance from the Superintendent of Public Instruction.

Charter schools in Virginia

- Since the 1998 legislation that authorized charter schools in Virginia, there have been a total of nine charter schools in Virginia:

    - ✓ Victory Academy, Gloucester County (1999-2004)
    - ✓ Murray High School Albemarle County (2001-)
    - ✓ New Opportunities for Winning, Franklin County (2001-2003)
    - ✓ New Directions Academy, Greene County (2001-2004)
    - ✓ Hampton Harbour Academy, Hampton City (2001-2009)
    - ✓ Blue Ridge Technical Academy, Roanoke City (2001-2005)
    - ✓ Chesterfield Community High School, Chesterfield County (2002-2005)
    - ✓ York River Academy, York County (2002-)
    - ✓ Community Public Charter School, Albemarle County (2008 -)

- The eight original charter schools were converted from schools within the division to public charter schools. They received funding from a grant that the U. S. Department of Education awarded to the Virginia Department of Education. The grants were awarded to serve as the incentive to create a charter school.

- The ninth charter school, Community Public Charter School, is the first charter school to be approved from an application submitted from applicants outside a school division.

- The tenth charter school, Patrick Henry School of Science and Arts, is expected to begin operation in Richmond City in the 2010-2011 school year.

Board of Education's review of charter applications

- The 2004 legislation provided that "*The public charter school applicant may submit its proposed charter application to the Board of Education for review and comment. The Board's review shall examine such applications for feasibility, curriculum, financial soundness, and other objective criteria as the Board may establish, consistent with existing state law…"*

- The Board of Education has reviewed five charter school applications in accordance with the 2004 legislation:

    - ✓ January 19, 2005, review of a charter school application for Danville. It's our understanding that no application was ever submitted to the Danville School Board.
    - ✓ May 24, 2005, review of charter school applications for Loudoun County and Charlottesville. The application for Loudoun County was subsequently denied by the Loudoun County School Board. The application for Charlottesville was subsequently granted by the

Albemarle County School Board as the Community Public Charter School, which opened in 2008.

- ✓ July 18, 2005, second review of the charter school application from the Community Public Charter School.
- ✓ December 10, 2007, review of a charter school application for Richmond. The application was subsequently approved by the Richmond City School Board as the Patrick Henry School of Science and Arts. It is expected to open in 2010.
- ✓ October 13, 2009, review of a charter school application from Petersburg. The application has not yet been submitted to the Petersburg School Board

Academic achievement in charter schools

- In 2008-2009, two of the four charter schools in operation, Murray High School and York River Academy, were Fully Accredited and made Adequate Yearly Progress. Both have been Fully Accredited and have made Adequate Yearly Progress for the past five years.

- Two charter schools, Hampton Harbour Academy and Community Public Charter School, were not Fully Accredited and did not make Adequate Yearly Progress. Hampton Harbour Academy did not make Full Accreditation or Adequate Yearly Progress at any time in the past five years. 2008-2009 was the first year that Community Public Charter School earned accreditation or AYP ratings.

U. S. Department of Education grants

- The U. S. Department of Education awarded grants for three charter schools in July, 2005 in support of charter schools in Richmond, Norfolk, and Charlottesville.

- The proposed charter school in Charlottesville became the Community Public Charter School in Albemarle County. The proposed charter schools in Richmond and Norfolk were not approved by the local school boards.

Charter school applications that have been denied

- School divisions have reported that ten charter school applications have been denied:

  - ✓ Four were denied in 2002-2003,
  - ✓ Three were denied in 2003-2004,
  - ✓ Two were denied in 2006-2007, and
  - ✓ One was denied in 2008-2009.

- When school divisions have provided reasons for denying charter school applications, the reasons include insufficient funding, unresolved legal issues, lack of specificity in the plan of instruction, and lack of evidence that the curriculum was aligned with state standards.

Charter schools that have closed

- Of the six charter schools that have closed, four listed insufficient funding as the reason for closing.

- One relinquished its charter but continues to operate as a public school. It reported the need for greater flexibility in selecting students than is possible within the current charter school structure.

- The tenth charter school, Patrick Henry School of Science and Arts, is expected to begin operation in Richmond City in the 2010-2011 school year.

- One charter school did not achieve its academic goals.

Legislation Passed by the 2010 General Assembly

§ 22.1-212.9. Review of public charter school applications.

A. Public charter school applications shall be received and reviewed by *the Board of Education and* local school boards or, in the case of a regional public charter school, by all of the relevant school boards*, as provided in subsection C*.

~~Each~~ *The Board of Education and each* local school board shall establish procedures for receiving, reviewing, and, *in the case of local school boards,* ruling upon applications ~~and shall make a copy of any such procedures available to all interested parties upon request~~*. The Board of Education and local school boards shall post their procedures on their websites and make a copy of the procedures available to all interested parties upon request.* If any such board finds the public charter school application is incomplete, the board shall request the necessary information from the charter applicant.

B. To provide appropriate opportunity for input from parents, teachers*, citizens,* and other interested parties and to obtain information to assist local school boards in their decisions to grant *or deny* a public charter school application, local school boards ~~may~~ *shall* establish a procedure for public notice~~,~~ *and to receive* comment~~, or hearings~~ on public charter school applications. *A local school board shall give at least 14 days' notice of its intent to receive public comment on an application.*

C. ~~The~~ *Prior to submission of an application to a local school board for review, the* public charter school applicant ~~may~~ *shall* submit its proposed charter application to the Board of Education for *its* review, ~~and~~ comment*, and a determination as to whether the application meets the approval criteria developed by the Board*. The Board's review shall examine such applications for feasibility, curriculum, financial soundness, and other objective criteria as the Board may establish, consistent with existing state law. The Board's review and comment shall be for the purpose of ensuring that the application conforms with such criteria~~, but shall not include consideration as to whether the application shall be approved by the local school board~~ *and the Board shall make a determination as to whether the application meets the approval criteria developed by the Board. Nothing in this section shall prevent a local school division from working with a charter school applicant before the application is submitted to the Board of Education for review and recommendation.*

§ 22.1-212.10. Reconsideration and technical assistance; decision of local board final.

A. If a local school board denies a public charter school application, or revokes or fails to renew a charter agreement, it shall provide to the applicant or grantee its reasons, in writing, for such decision, and it shall post such reasons on its website. A public charter school applicant whose application was denied, or a grantee whose charter was revoked or not renewed, shall be entitled to petition the local school board for reconsideration. The petition for reconsideration shall be filed no later than 60 days from the date the

public charter school application is denied, revoked, or not renewed. Such reconsideration shall be decided within 60 days of the filing of the petition.

B. Each local school board shall establish a process for reviewing petitions of reconsideration, which shall include an opportunity for public comment. The petition of reconsideration may include an amended application based on the reasons given by the local school board for such decision.

C. Prior to seeking reconsideration, an applicant or grantee may seek technical assistance from the Superintendent of Public Instruction to address the reasons for denial, revocation, or non-renewal.

D. Upon reconsideration, the ~~The~~ decision of a local school board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement shall be final and not subject to appeal.

E. Nothing in this section shall prohibit an applicant whose application has been denied or a grantee whose charter has been revoked or not renewed from submitting a new application, pursuant to § 22.1-212.9.

CRITERIA FOR VIRGINIA BOARD OF EDUCATION REVIEW OF CHARTER SCHOOL APPLICATIONS

Introduction

The charter school legislation states that a public charter school applicant may submit its proposed charter application to the Board of Education for review and comment. The Board of Education's review shall take place prior to the submission to the local board.

Board of Education Responsibility

The Board of Education shall examine applications for feasibility, curriculum, financial soundness, and other objective criteria as the board may establish, consistent with existing state law. The board's review and comment shall be for the purpose of providing technical assistance and verifying that the application addresses established criteria. It shall not include consideration as to whether the application shall be approved by the local school board.

Criteria

In accordance with the law, criteria have been established by the Board of Education and organized into three areas stipulated in the law: feasibility, curriculum, and financial soundness. These areas and the supporting criteria will be reviewed by the Board of Education. If the criteria have not been addressed, the board shall make note of the reason(s).

Qualifying Statements

Several statements will accompany the final report of the Board of Education for each charter school application reviewed. They are:

A statement verifying that the Board of Education's review is conducted outside the context of the division from which the charter school application was submitted and with no additional information or representative from that division. The review is based only on information presented in the application, which may or may not present accurately the local school division's instructional programs, operations, finances, or other information specific to a particular school division.

A qualifying statement verifying that all documents are complete only in the view of the Board of Education for the purposes of its actions in compliance with Section 22.1-212.9 C of the Code of Virginia.

A statement recommending that the local school board of a division receiving such application make an independent judgment as to the completeness of the charter school application for its review for implementation.

Area 1: Feasibility (References Sections I, II, III, and IV of the Virginia School Board Association [VSBA] charter school application, revised 5/04)

A. Mission statement (Section I)

   The mission of the proposed charter school, including any specific area of concentration, is described. The statement includes the core philosophy or purpose of the school as well as the target student population. The mission is consistent with the Standards of Quality.

   Criterion addressed___ Criterion not addressed ___

B. Goals and educational objectives that meet or exceed the Standards of Learning (Section II)

   The application describes the goals and educational objectives of the proposed charter school and includes broad student achievement goals. The objectives are a concrete and measurable statement of what students should know and be able to do at various levels of education. They identify practices that will improve teaching and enhance learning.

   Criterion addressed___ Criterion not addressed___

C. Evidence of support from parents, teachers, pupils, residents of the school division, in support of the formation of the public charter school (Section III)

   Criterion addressed___ Criterion not addressed ___

D. Statement of need (Section IV)

   The need for the charter school and how that need was determined is described.

   Criterion addressed___ Criterion not addressed___

E. Comment on the criteria that were not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Area 2: Curriculum (References Sections V, VI of the Virginia School Board Association [VSBA] charter school application, revised 5/04)

A. Public charter school's educational program (Section V)

   The application describes the curriculum and the methods of instruction, including teaching materials and any innovative techniques to be used.

   Criterion addressed___ Criterion not addressed ___

B. Pupil performance standards (Section V)

The application lists the pupil performance standards and how they were established.

Criterion addressed___ Criterion not addressed ___

C. Pupil evaluation: assessments, timeline and corrective action (Section VI)

The application describes the plan for evaluating student performance, including any assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the Standards of Learning assessments.

Criterion addressed___ Criterion not addressed ___

D. Included in the document is a timeline for the achievement of the stated standards and goals and a procedure for corrective action if student performance fall below the stated standards and goals. (Section VI)

Criterion addressed___ Criterion not addressed ___

E. Comment on the criteria that were not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Area 3: Financial Soundness (References Section VIII of the Virginia School Board Association [VSBA] charter school application, revised 5/04). The review by the Board of Education is not intended to address the funds a local school board will provide the charter school. It is a technical review only, commenting on how the application addresses the criteria.

A. Financial Plan: Evidence of economical soundness, proposed budget and annual audit

A budget is provided. Included in the application are detailed sources of revenue and expenditures for the term of the charter and a description of the manner in which an annual audit of the financial and administrative operation of the charter school, including any services provided by the school division, will be conducted. Anticipated gifts, grants, or donations and a student fee scheduled are included.

Criterion addressed___ Criterion not addressed ___

B. Comment if the criterion was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Comments:

ADOPTING BLANKET WAIVER OF BOARD OF EDUCATION **REGULATIONS AND CHARTER SCHOOLS**

Resolution Number 1999-8
June 24, 1999

A motion carried unanimously to adopt a blanket waiver of regulations identified by staff as waivable for charter schools and also to provide ongoing review as new regulations are proposed.

The regulations so waived are as follows:

Adult Programs:
20-30-10
20-30-20
20-30-30
20-30-40
20-30-50
20-30-60
20-30-70

Gifted Education:
20-40-10
20-40-30

Pupil Transportation:
20-70-50
20-70-290
20-70-320
20-70-470
20-70-510
20-70-520
20-70-690
20-70-780
20-70-1380
20-70-1440

Pupil Accounting Records:
20-110-20
20-110-40
20-110-50
20-110-60
20-110-80
20-110-100
20-110-140

Vocational Education (Career and Technical Education):
20-120-50

Standards of Accreditation
20-131-90
20-131-100
20-131-120
20-131-130
20-131-140
20-131-160
20-131-190
20-131-210
20-131-240
20-131-280
20-131-290
20-131-300
20-131-310
20-131-320

Textbook Selection: Local Level:
20-230-40

Audio Visual Services:
20-300-10
20-300-20

Alternative Education:
20-330-10

Sick Leave Plan for Teachers:
20-460-10
20-460-20
20-460-30
20-460-40
20-460-50
20-460-60

Guidance and Counseling Programs:
20-620-10

Signature:

Kirk T. Schroder, President

Adopted in the Minutes of the Virginia Board of Education
June 24, 1999

Criteria for Making Distributions

from the Public Charter School Fund

Adopted by the Virginia Board of Education

January 10, 2008

Background

Section 22.1-212.5:1 of the *Code of Virginia*, as amended on July 1, 2007, creates in the treasury a special nonreverting public charter school fund. The language in Section 22.1-212.5:1 of the *Code* is found in Appendix A. The purpose of the Fund is to establish a mechanism whereby any gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the Fund. Interest earned on moneys remain in the Fund and at the end of each fiscal year shall not revert to the general fund but remain in the Fund. Moneys in the Fund are to be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs.

On January 10, 2008, the Virginia Board of Education adopted criteria for making distributions from the Fund to a public charter school requesting moneys. To date, no gifts, grants, bequests, or donations have been received in the Fund for disbursements. When moneys become available in the Fund, their availability will be posted to the Department's Web site.

"Public charter school" is defined as a public, nonsectarian, nonreligious, or non-home-based alternative school located within a public school division. A public charter school may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. A charter school for at-risk pupils may be established as a residential school.

The following criteria provide the eligibility requirements for public charter schools to receive moneys from the Fund.

Public Charter School Fund: Criteria

- Distribution from the Charter School Fund shall be used to provide moneys to assist with 1) establishing new public charter schools; and 2) supporting existing public charter schools.
- First priority for funding will be given to applicants establishing a new public charter school. "New" is defined as a school that has been issued permission to operate as a

charter for the first time whether it is a new public school or through the conversion of all or part of an existing public school. Prior to submitting a request for funding, an entity planning to request moneys for assistance with the establishment of a new public charter school must first have its charter school application approved by the local school board where the charter school is to be located.

- Second priority will be given to supporting public charter schools that: 1) have been in operation for more than one year, and 2) are fully accredited as required under 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
- Awards made from the Fund shall be limited to $10,000, or less, depending on the amount available in the Fund. The minimum award amount would be $5,000.

<u>Requests from the Fund</u>

- To access moneys from the Fund, a letter of request must be sent to the office of Program Administration and Accountability, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia, 23218-2120. Faxes or e-mails will not be accepted.

- For those seeking funds for a new charter school, the letter shall include the following components:
    - The amount of funds requested from the Fund;
    - Information about the proposed public charter school as follows:
        - Identification of the charter applicant;
        - Name of the proposed charter school;
        - A description and location of the physical facility in which the charter school will be located;
        - Number of students and grade or age levels to be served by the school;
        - Mission and measurable education goals of the charter school, the curriculum to be offered, and the methods of assessing whether students are meeting educational goals; and
        - A financial plan of how the entity will use the requested funds and be accountable for those funds, including a timeline.
    - A letter from the local school board confirming the date of approval of the charter school.

- For those seeking funds for an existing charter school, the letter shall include the following components:
    - The amount of funds requested from the Fund;
    - Information about the public charter school as follows:
        - Identification of the charter applicant;
        - Name of the charter school;
        - A description and location of the physical facility in which the charter school is located;
        - Number of students and grade or age levels served by the school;
        - Mission and measurable education goals of the charter school, the curriculum offered, and assessment results;
        - School accreditation ratings from the previous year; and
        - A financial plan of how the entity will use the requested funds and be accountable for those funds, including a timeline.
    - A letter from the local school board confirming that the charter school has operated for more than one year, has met the terms of its charter, and is in good standing with the school board.

Administration

- The Board of Education delegates authority to the Superintendent of Public Instruction for awarding and administering moneys from the Fund.

- An account will be established within the Department of Education to disburse moneys from the Public Charter School Fund, a special nonreverting fund, created in the state treasury in which gifts, grants, bequests, donations, or appropriations from public or private sources have been received and credited for the purpose of establishing or supporting public charter schools in the Commonwealth. The account will be administered according to state accounting practices and Section 22.1-212.5:1, *Code of Virginia*.

- Moneys in the Fund will be distributed on a first-come, first-served basis by priorities for funding within the eligible categories: 1) new charter school; or 2) existing charter school. All criteria being equal, the postmark on the application letter will be the determining factor for funding. If the postmarks are identical, funds will be divided equally among approved applicants. If there are not adequate funds to award the minimum award amount of $5,000, a waiting list will be maintained for 12 months. If adequate funds become available within the 12-month period of the waiting list, moneys in the fund will be distributed on a first-come, first-served basis by priority.

- The Department will act on the request within 30 business days of receipt. If awarded, funds will be disbursed to eligible applicants within 30 business days of Department approval.

- Moneys received from the Fund may be spent up to one year from the date of award. Award balances not spent by June 30th of the state fiscal year in which the funds were received may be carried over into the next state fiscal year and used for the same program purpose. The Department reserves the right to recover funds not expended within 12 months of receipt of the moneys.

- Charter schools are eligible to apply for additional distributions in subsequent years.

Assurances

An entity seeking moneys from the Fund for the implementation of public charter schools must provide assurances as follows:

- Moneys received by an entity under this program must be used for implementing or supporting public charter schools that stimulate the development of alternative public education programs.

- Moneys received under the Fund must be maintained in a separate account.

- The entity receiving moneys from the Fund must maintain financial records, subject to review by local auditors, that demonstrate that all moneys received through the Fund were used in accordance with the intent of the criteria.

Appendix A

Code of Virginia § 22.1-212.5:1. Public Charter School Fund established.

There is hereby created in the state treasury a special nonreverting fund to be known as the Public Charter School Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Any gifts, grants, bequests, or donations from public or private sources shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund shall remain in the Fund and be credited to the Fund. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Superintendent of Public Instruction. The Board of Education shall establish criteria for making distributions from the Fund to a public charter school requesting moneys from the Fund and may issue guidelines governing the Fund as it deems necessary and appropriate.

Public Charter School Application Review Process

Virginia Board of Education

April 21, 2010

Meeting the Intent of the Law

- Prior to the 2010 General Assembly session, Section 22.1-212.9 of the *Code of Virginia* provided for the review of charter school applications by the Virginia Board of Education if the charter school applicant chose to submit its application for review.
- To meet the intent of the legislation, the Virginia Board of Education established a Charter School Review Committee in response to HB 380 which was passed by the 2004 General Assembly.
- The objective of the Charter School Review committee was to read and evaluate public charter school applications based on the criteria, consistent with state law, and prepare a consensus report as technical assistance to the charter school applicant.
- The Charter School Review committee did not approve or disapprove an application.

Board of Education's Review Responsibility

- In accordance with the law, the Board of Education reviews the applications based on the criteria described below. The criteria in the law are based on the Virginia School Board's charter school application.
  - Feasibility
    - Mission Statement
    - Goals and Educational Objectives
    - Evidence of Support from Community
    - Statement of Need
  - Curriculum
    - Educational Program
    - Pupil Performance Standards
    - Pupil Evaluation
    - Timeline for Achievement of Standards and Goals
  - Financial Soundness
    - Financial Plan

Charter School Application Review Committee Membership

- Membership of the charter school committee is comprised of:
  - Two Board of Education members appointed by Board president, one of whom serves as committee chair;
  - Individuals from the educational community having background in budget, curriculum, the *No Child Left Behind Act of 2001*, and special education; and
  - Two local representatives representing a school division that has or has had a charter school.

The Committee Meeting

- Upon receipt of a charter school application, the committee chair calls an application review committee meeting.
  - Public notice advertises date, place, and time.
  - Charter school applicant, local school board chair, and local school division superintendent in the division the charter is planned are invited to attend.
- The committee discusses whether the established criteria have been met.
  - If the criteria are not met, the committee records the reasons.
- The committee prepares a consensus report based on the application's conformation to the established criteria.

Following the Committee Meeting

- Consensus Report and Meeting Minutes
  - Minutes are posted on the Department's Web site;
  - Board president sends transmittal letter and consensus report to the charter school applicants;
  - A courtesy copy is sent to Board members; and
  - The report is made available to interested parties when available.
- Board Presentation
  - A summary of the consensus report is presented at the next Board of Education meeting following the review.

College Partnership Laboratory School Legislation

HB 1389 and SB 736

Overview

- The legislation authorizes the establishment of college partnership laboratory schools in any public institution of higher education that operates a Board approved teacher education program.
- A college partnership laboratory school would be a public school and would be established through a contract between the governing board of the school and the Board of Education.

Overview (cont'd)

- The school would be designated as a local education agency and would be eligible for federal funds, but it would not constitute a school division.
- Teachers in such schools shall hold a license issued by the Board or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be eligible to hold a Virginia teaching license.

General Provisions

- Enrollment would be open to any school-age student who is a resident of Virginia. Enrollment would be on a lottery, space-available basis.
- Management of the school would be the responsibility of the governing board.
- All schools shall be subject to the Standards of Learning, Standards of Accreditation, and Standards of Quality.
- No school could charge tuition.
- The legislation addresses how the schools will be established, but not how they will be funded. That will be addressed by the Governor and the General Assembly at a later time.

Application Process

All applications must address:

- The need for the school;
- Detailed instructional program descriptions;
- Organizational structure and daily schedules; and
- Financial information.

Application Review

- The Board must establish procedures for receiving, reviewing, and ruling upon applications.
- The Board must establish a review committee that would include experts with experience operating similar schools.
- The Board may establish procedures for public notice and comment.
- Any Board decision would be final and not subject to appeal.
- If the school serves at-risk students, the Board may approve an alternative accreditation plan.
- The Board may also grant waivers from state regulations.

College Partnership Laboratory School Fund

- The legislation establishes a special, interest-earning fund to include funds appropriated by the Governor and General Assembly, as well as donations and grants.
- The Board of Education would establish the criteria for disbursements from the fund.

Establishment of College Partnership Laboratory Schools

Background Information

Governor McDonnell asked Senator Newman and Delegate Peace to sponsor legislation establishing college partnership laboratory schools by any public institution of higher education that operates a Board of Education (Board) approved teacher education program. Such schools shall be public schools established by a contract between the governing board of the school and the Board.

The legislation defines three terms:

a) The term "at-risk" pupil is defined as a student "having a physical, emotional, intellectual, socioeconomic, or cultural risk factor as defined in Board criteria, which research indicates may negatively influence educational success."
b) A college partnership laboratory school is defined as "a public, nonsectarian, nonreligious school established by a public institution of higher education that operates a teacher education program approved by the Board."
c) The term "Governing board" means the "board of the laboratory school that is party to the contract with the Board of Education" and has the responsibility for the operation and management of the college partnership laboratory school, with the members selected by the public institution establishing such school. The "Governing board" shall be under the control of the institution establishing the college partnership laboratory school.

The purposes of a college partnership laboratory school are to:

a) stimulate innovative programs in preschool through grade 12;
b) provide opportunities for innovation in instruction and assessment;
c) provide teachers with an avenue for delivering innovative instruction and school scheduling, management, and structure;
d) encourage performance-based educational programs;
e) establish high standards for both teachers and administrators;
f) encourage greater collaboration between pre-K and postsecondary program providers; and
g) develop model programs.

The bills address the following issues surrounding the establishment of these schools:

A. **College Partnership Laboratory School Fund** – This bill establishes a special nonreverting fund which would include all funds appropriated in the Appropriation Act and any gifts, grants, bequests, or donations. The Fund would retain its own interest and balances and would not be subject to reversion to the General Fund. The

Board would be required to establish criteria for making disbursement from the Fund to college partnership laboratory schools and may issue guidelines as needed.

B. **College Partnership Laboratory School Establishment** – All college partnership laboratory schools would be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. The following are requirements related to the establishment of a college partnership laboratory school:

a) *Enrollment* - Enrollment in a school is open to any child who is a resident of Virginia and such enrollment shall be on the basis of a lottery, space-available process. A waiting list would be established if adequate space is not available and the waiting list would be prioritized through a lottery process with parents being informed of their child's position on that list.
b) *Management* - Each school would be administered by a governing board. Pursuant to its contract, a college partnership laboratory school shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation, and such regulations as determined by the Board.
c) *Operations* – Pursuant to its contract, a college partnership laboratory school would be responsible for its own operations, which would include but not be limited to: 1) budget preparation; 2) contracts for services; and 3) personnel. Any college partnership laboratory school may negotiate and contract with a school division, the governing body of the institution of higher education, or any third party for the use of a school building and grounds and the operation and maintenance thereof and any service needed to carry out the educational program. Any contracted services cannot exceed either the division's or institution's costs for providing such services.
d) *Tuition and Status* - A college partnership laboratory school cannot charge tuition. All college partnership laboratory schools would be designated as a local education agency but shall not constitute a school division. (This designation is needed in order for a school to be able to receive federal funds.)

C. **Policies and Regulations** – Any contract between a college partnership laboratory school and the Board must reflect all agreements regarding the release of such school from state regulations. If an entity applies to be a college partnership laboratory school and proposes to address opportunities for at-risk children, then the Board may approve an Individual School Accreditation Plan for the evaluation of performance as authorized in the Standards of Accreditation.

Should any contract be modified, then it can only be done upon approval of the Board and the governing body of the college partnership laboratory school.

D. **Application Process** – To submit an application to the Board to establish a college partnership laboratory school, a public institution of higher education must

have a teacher education program approved by the Board. Each application must provide the following:

a) An executive summary.
b) The mission and vision of the college partnership laboratory school, including the identification of the targeted student population.
c) The location of the college partnership laboratory school and the grades to be served each year for the full term of the contract.
d) Minimum, planned, and maximum enrollment per grade per year for the term of the contract.
e) Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team.
f) The proposed calendar and daily schedule for the school.
g) A description of the academic program aligned with state standards.
h) A description of the school's educational program, which would include the learning environment, class size, class structure, curriculum overview, and teaching methods.
i) The school's plan for using internal and external assessments to measure and report student progress in accordance with the Standards of Learning.
j) The school's plan for identifying and serving students with disabilities, students who are English language learners (ELL), students falling behind academically, and gifted students, including but not limited to compliance with applicable laws and regulations.
k) A description of co-curricular and extracurricular programs and how such programs will be funded and delivered.
l) Plans and timelines for faculty recruitment and student enrollment, to include information on a lottery process, if sufficient space is unavailable.
m) Information on student discipline policies, including those for students with disabilities.
n) The organizational structure of the school, including the lines of authority and reporting.
o) A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart.
p) A staffing chart for the first year of operation and a staffing plan for the term of the contract.
q) School leadership and staff recruitment plans and teacher employment policies, including performance evaluation plans.
r) A plan for student, teacher, and administrator placement in the event the school ceases to operate.
s) An explanation of any partnerships or contractual relationships central to the school's operations or mission.
t) Plans for transportation, food service, and other operational or ancillary services.
u) Parent involvement opportunities and expectations.

v) A detailed start-up plan that identifies tasks, timelines, and the responsibilities of individuals.
w) A description of the school's financial plan, including financial controls and audit requirements and a description of insurance coverage that the school would obtain.
x) Start-up and five-year budgets and cash-flow projections.
y) Evidence of anticipated fundraising contributions, if claimed in the application.
z) A sound facilities plan that addresses backup and contingency issues.
aa) Assurances that the school will not charge tuition and that it is nonreligious in its programs, admission policies, employment practices, and all other operations.

An application cannot serve as a school's contract. Within 90 days of the approval of an application, the Board and the governing board of the approved college partnership laboratory school shall execute a contract, which will set forth the academic and operational performance expectations and measures by which the approved school shall be judged and the administrative relationship between the Board and the college partnership laboratory school, including each party's rights and duties. The performance expectations and measures included in a contract shall include but need not be limited to applicable federal and state accountability requirements. Any provisions related to performance may be refined or amended by mutual agreement after the school is operating and has collected baseline data.

E. **Application Review** – The Board is required to establish procedures for receiving, reviewing, and ruling upon applications. A copy of such procedures must be available to all interested parties upon request. If an application is deemed incomplete, the Board shall request any needed information. The procedures established by the Board shall establish a review committee that may include experts with experience operating similar schools located on other states. The Board may also establish a procedure for public notice, comment, or hearings on such applications in order to procure stakeholder input.

F. **Board Decision** – Any decision of the Board to 1) grant or deny an application or 2) revoke or fail to renew an agreement would be final and not subject to appeal.

G. **School Terms, Renewals, and Revocations** – A college partnership laboratory school may be approved or renewed for operation for a period not to exceed five school years. A renewal application to the Board must include 1) a report on the progress the school has made in achieving in goals and terms established with the Board at the time of initial approval and 2) a financial statement.

The Board may revoke a contract under the following conditions if the school:

a) commits a material and substantial violation of any of the terms, conditional, standards, or procedures required by law or the contract;

b) fails to meet or make sufficient progress toward the performance expectations in the contract;
c) fails to meet generally accepted standards for fiscal management; or
d) substantially violates any material provision of law from which the college partnership laboratory school was not exempted.

Should the Board revoke or fail to renew a college partnership laboratory school, then it must clearly state, in a resolution, the reasons for the revocation and nonrenewal.

H. **Employment of Professional, Licensed Personnel** – College partnership laboratory school personnel shall be employees of the institution of higher education establishing such school. Teachers working in the college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the same requirements as other public school teachers.

Professional, licensed personnel of the school shall be granted the same employment benefits given to the same category of personnel in public school systems in accordance with the agreement between the school and the Board.

I. **Funding** – Each school shall receive funding as may be appropriated by the General Assembly in accordance with the Appropriation Act. The governing board is also authorized to accept gifts, grants, and donations, provided such acceptance does not violate the law or the terms of the agreement between the Board and college partnership laboratory school.

Notwithstanding any other provision of the law, the proportionate share of any state and federal resources allocated to students with disabilities and school personnel assigned to special education programs would be directed to the college partnership laboratory school. The proportionate share of moneys allocated under other federal or state categorical aid programs shall be directed to college partnership laboratory schools serving students eligible for such aid. The school could also apply for and receive any federal or state funds otherwise allocated for college partnership laboratory schools in Virginia.

Any educational and related fees received from students enrolled at a college partnership laboratory school shall be collected in compliance with Board regulations and be credited to such school. Each college partnership laboratory school shall be eligible to apply for and receive available funds from the College Partnership Laboratory Fund and the establishing institution of higher education.

J. **Immunity** – A college partnership laboratory school shall be immune from liability to the same extent as the public institution of higher education establishing the school, and the employers and volunteers in a college partnership laboratory

school are immune from liability to the same extent as the employees of the establishing institution of higher education.

Possible Issues for Board Consideration

The Board is required to establish:

- Procedures for receiving, reviewing, and ruling upon college partnership laboratory school applications; and
- A committee to review college partnership laboratory school applications that may include experts with the operation of similar schools located in other states.
- Criteria for making distributions from the College Partnership Laboratory School Fund, and may issue guidelines governing the fund. (The Board has already approved criteria for making distributions from the Public Charter School Fund.)

The Board may establish:

- A procedure for public notice, comment, or hearings to provide opportunity for input from parents, teachers, and other interested parties and to obtain information to assist the Board in its evaluation of a college partnership laboratory school application.

The Board may wish to consider (and is required to include in any contract with the governing board of any approved college partnership laboratory school):

- The academic and operational performance expectations and measures by which the college partnership laboratory school will be judged, and shall include applicable federal and state accountability requirements; and
- The administrative relationship between the Board and the college partnership laboratory school, including each party's rights and duties.
- The formulation of a 'model contract' that could be used as guidance when an institution is ready to establish a college partnership laboratory school.

The Board may also wish to consider:

- Any state regulations from which the Board may agree to release the college partnership laboratory school;
- Provisions for an Individual School Accreditation Plan for the evaluation of the performance of the school if the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students; and
- Provisions for determining accreditation if a school is comprised only of non-tested grades (preK-2 or K-2).

Legislation Passed by the 2010 General Assembly

CHAPTER 26.
ESTABLISHMENT OF COLLEGE PARTNERSHIP LABORATORY SCHOOLS.

§ 23-299. Objectives; definitions.

A. In order to (i) stimulate the development of innovative programs for preschool through grade 12 students; (ii) provide opportunities for innovative instruction and assessment; (iii) provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure; (iv) encourage the use of performance-based educational programs; (v) establish high standards for both teachers and administrators; (vi) encourage greater collaboration between education providers from preschool to the postsecondary level; and (vii) develop models for replication in other public schools, college partnership laboratory schools may be established in Virginia as provided in this article.

B. As used in this article:

"At-risk pupil" means a student having a physical, emotional, intellectual, socioeconomic, or cultural risk factor, as defined in Board of Education criteria, which research indicates may negatively influence educational success.

"College partnership laboratory school" means a public, nonsectarian, nonreligious school established by a public institution of higher education that operates a teacher education program approved by the Board of Education.

“Governing board” means the board of a college partnership laboratory school that is party to the contract with the Board of Education, with the responsibility of creating, managing, and operating the college partnership laboratory school, and whose members have been selected by the institution of higher education establishing the college partnership laboratory school. The governing board shall be under the control of the institution of higher education establishing the college partnership laboratory school.

§ 23-299.1. College Partnership Laboratory School Fund established.

There is hereby created in the state treasury a special nonreverting fund to be known as the College Partnership Laboratory School Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. All funds appropriated in accordance with the appropriation act and any gifts, grants, bequests, or donations from public or private sources shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund shall remain in the Fund and be credited to the Fund. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of establishing or supporting college partnership laboratory schools in the Commonwealth that stimulate the development of

alternative education programs for preschool through grade 12 students by providing opportunities for innovative instruction and greater cooperation and coordination between institutions of higher education and preschool through grade 12 education systems. Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Superintendent of Public Instruction. The Board of Education shall establish criteria for making distributions from the Fund to a college partnership laboratory school requesting moneys from the Fund and may issue guidelines governing the Fund as it deems necessary and appropriate.

§ 23-299.2. Establishment and operation of college partnership laboratory schools; requirements.

A. A college partnership laboratory school shall be subject to all federal and state laws and regulations and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Enrollment shall be open to any child who is deemed to reside within the Commonwealth through a lottery process on a space-available basis. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process and parents shall be informed of their student's position on the list.

B. A college partnership laboratory school shall be administered and managed by a governing board. Pursuant to a contract and as specified in § 22.1-243.4, a college partnership laboratory school shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation, and such regulations as determined by the Board of Education.

C. Pursuant to a college partnership laboratory school agreement, a college partnership laboratory school shall be responsible for its own operations, including, but not limited to, such budget preparation, contracts for services, and personnel matters as are specified in the agreement. A college partnership laboratory school may negotiate and contract with a school board, the governing body of a public institution of higher education, or any third party for the use of a school building and grounds, the operation and maintenance thereof, and the provision of any service, activity, or undertaking that the college partnership laboratory school is required to perform in order to carry out the educational program described in its contract. Any services for which a college partnership laboratory school contracts with a school board or institution of higher education shall not exceed the school division's or institution's costs to provide such services.

D. A college partnership laboratory school shall not charge tuition.

E. An approved college partnership laboratory school shall be designated as a local education agency, but shall not constitute a school division.

F. College partnership laboratory schools are encouraged to develop collaborative partnerships with public school divisions for the purpose of building seamless education opportunities for all Virginia students, from preschool to postsecondary education.

§ 23-299.3. Contracts for college partnership laboratory schools; release from certain policies and regulations.

The contract between the college partnership laboratory school and the Board of Education shall reflect all agreements regarding the release of the college partnership laboratory school from state regulations, consistent with the requirements of subsection B of § 22.1-243.3. If the college partnership laboratory school application proposes a program to increase the educational opportunities for at-risk students, the Board of Education may approve an Individual School Accreditation Plan for the evaluation of the performance of the school.

Any material revision of the terms of the contract may be made only with the approval of the Board of Education and the governing board of the college partnership laboratory school.

§ 23-299.4. College partnership laboratory school application.

A. Any public institution of higher education operating within the Commonwealth and having a teacher education program approved by the Board of Education may submit an application for formation of a college partnership laboratory school.

B. Each college partnership laboratory school application shall provide or describe thoroughly all of the following essential elements of the proposed school plan:

1. An executive summary;

2. The mission and vision of the proposed college partnership laboratory school, including identification of the targeted student population;

3. The proposed location of the school;

4. The grades to be served each year for the full term of the contract;

5. Minimum, planned, and maximum enrollment per grade per year for the term of the contract;

6. Background information on the proposed founding governing board members and, if identified, the proposed school leadership and management team;

7. The school's proposed calendar and sample daily schedule;

8. A description of the academic program aligned with state standards;

9. A description of the school's educational program, including the type of learning environment (such as classroom-based or independent study), class size and structure, curriculum overview, and teaching methods;

10. The school's plan for using internal and external assessments to measure and report student progress in accordance with the Standards of Learning;

11. The school's plans for identifying and successfully serving students with disabilities, students who are English language learners, students who are academically behind, and gifted students, including but not limited to compliance with applicable laws and regulations;

12. A description of co-curricular and extracurricular programs and how they will be funded and delivered;

13. Plans and timelines for student recruitment and enrollment, including lottery procedures if sufficient space is unavailable;

14. The school's student disciplinary policies, including those for special education students;

15. An organization chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, any related bodies (such as advisory bodies or parent and teacher councils), Board of Education, and any external organizations that will play a role in managing the school;

16. A clear description of the roles and responsibilities for the governing board, the school's leadership and management team, and any other entities shown in the organization chart;

17. A staffing chart for the school's first year and a staffing plan for the term of the contract;

18. Plans for recruiting and developing school leadership and staff;

19. The school's leadership and teacher employment policies, including performance evaluation plans;

20. A plan for the placement of college partnership laboratory school pupils, teachers, and employees upon termination or revocation of the contract;

21. Explanation of any partnerships or contractual relationships central to the school's operations or mission;

22. The school's plans for providing transportation, food service, and all other significant operational or ancillary services;

23. Opportunities and expectations for parent involvement;

24. A detailed school start-up plan, identifying tasks, timelines, and responsible individuals;

25. Description of the school's financial plan and policies, including financial controls and audit requirements;

26. A description of the insurance coverage the school will obtain;

27. Start-up and five-year budgets with clearly stated assumptions;

28. Start-up and first-year cash-flow projections with clearly stated assumptions;

29. Evidence of anticipated fundraising contributions, if claimed in the application;

30. A sound facilities plan, including backup or contingency plans if appropriate; and

31. Assurances that the college partnership laboratory school (i) is nonreligious in its programs, admission policies, employment practices, and all other operations and (ii) does not charge tuition.

The purposes of the college partnership laboratory school application are to present the proposed school's academic and operational vision and plans, demonstrate the applicant's capacities to execute the proposed vision and plans, and provide the Board of Education a clear basis for assessing the applicant's plans and capacities. An approved college partnership laboratory school application shall not serve as the school's contract. Within 90 days of approval of a college partnership laboratory school application, the Board of Education and the governing board of the approved school shall execute a contract that clearly sets forth the academic and operational performance expectations and measures by which the college partnership laboratory school will be judged and the administrative relationship between the Board of Education and the college partnership laboratory school, including each party's rights and duties. The performance expectations and measures set forth in the contract shall include but need not be limited to applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the college partnership laboratory school is operating and has collected baseline achievement data for its enrolled students.

§ 23-299.5. Review of college partnership laboratory school applications.

A. The Board of Education shall establish procedures for receiving, reviewing, and ruling upon applications and shall make a copy of any such procedures available to all interested parties upon request. If the Board finds the application is incomplete, the Board shall request the necessary information from the applicant. The Board of Education's review procedures shall establish a review committee that may include experts with the operation of similar schools located in other states.

B. To provide appropriate opportunity for input from parents, teachers, and other interested parties and to obtain information to assist the Board of Education in its evaluation of a college partnership laboratory school application, the Board of Education may establish a procedure for public notice, comment, or hearings on such applications.

§ 23-299.6. Decision of the Board of Education final.

The decision of the Board of Education to grant or deny a college partnership laboratory school application or to revoke or fail to renew an agreement shall be final and not subject to appeal.

§ 23-299.7. College partnership laboratory school terms; renewals and revocations.

A. A college partnership laboratory school may be approved or renewed for a period not to exceed five school years. A college partnership laboratory school renewal application submitted to the Board of Education shall contain:

1. A report on the progress of the school in achieving the goals, objectives, program and performance standards for students, and such other conditions and terms as the Board of Education may require upon granting initial approval of the college partnership laboratory school application; and

2. A financial statement, on forms prescribed by the Board, that discloses the costs of administration, instruction, and other spending categories for the school and that has been concisely and clearly written to enable the Board of Education and the public to compare such costs with those of other schools or comparable organizations.

B. The Board of Education may revoke a contract if the college partnership laboratory school does any of the following or otherwise fails to comply with the provisions of this article:

1. Commits a material and substantial violation of any of the terms, conditions, standards, or procedures required under this article or the contract;

2. Fails to meet or make sufficient progress toward the performance expectations set forth in the contract;

3. Fails to meet generally accepted standards of fiscal management; or

4. Substantially violates any material provision of law from which the college partnership laboratory school was not exempted.

C. If the Board of Education revokes or does not renew a college partnership laboratory school contract, it shall clearly state, in a resolution, the reasons for the revocation or nonrenewal.

§ 23-299.8. Employment of professional, licensed personnel.

A. College partnership laboratory school personnel shall be employees of the institution of higher education establishing the school.

B. Teachers working in a college partnership laboratory school shall hold a license issued by the Board of Education or, in the case of an instructor in the higher education institution's Board-approved teacher education program, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ 22.1-296.1 and 22.1-296.2 applicable to teachers employed by a local school board.

C. Professional, licensed personnel of a college partnership laboratory school shall be granted the same employment benefits given to professional, licensed personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board of Education.

§ 23-299.9. Funding of college partnership laboratory schools.

A. Each college partnership laboratory school shall receive such funds as may be appropriated by the General Assembly in accordance with the appropriation act.

B. The governing board of a college partnership laboratory school is authorized to accept gifts, donations, or grants of any kind and to spend such funds in accordance with the conditions prescribed by the donor. However, no gift, donation, or grant shall be accepted by the governing board of a college partnership laboratory school if the conditions for such funds are contrary to law or the terms of the agreement between the Board of Education and the college partnership laboratory school.

C. Notwithstanding any other provision of law, the proportionate share of state and federal resources allocated for students with disabilities and school personnel assigned to special education programs shall be directed to college partnership laboratory schools enrolling such students. The proportionate share of moneys allocated under other federal or state categorical aid programs shall be directed to college partnership laboratory schools serving students eligible for such aid.

D. College partnership laboratory schools shall be eligible to apply for and receive any federal or state funds otherwise allocated for college partnership laboratory schools in the Commonwealth.

E. Any educational and related fees collected from students enrolled at a college partnership laboratory school shall comply with Board of Education regulations and shall be credited to the account of such school.

F. Each college partnership laboratory school shall be eligible to apply for and receive available funds from the College Partnership Laboratory School Fund and the establishing institution of higher education.

§ 23-299.10. Immunity.

A college partnership laboratory school shall be immune from liability to the same extent as the public institution of higher education that established the school, and the employees and volunteers in a college partnership laboratory school are immune from liability to the same extent as the employees of the establishing institution of higher education.

Virtual School Program Legislation

HB 1388 and SB 738

Overview

- The legislation requires the Superintendent of Public Instruction to develop, and the Board to approve, criteria for approving and monitoring multi-division online providers of virtual school programs.
- It allows local school boards to enter into contracts with approved multi-division online providers to deliver virtual programs. Such contracts shall be exempt from the Virginia Public Procurement Act.
- Any multi-division online providers operating prior to the adoption of approval criteria by the Board may continue to operate until such criteria are adopted.

Multi-division Online Providers

A multi-division online provider is:

- **A private or nonprofit entity entering into a contract with a local school board to provide programs through that school board and serving Virginia students residing both within and outside of the boundaries of the school division;**
- **A private or nonprofit entity entering into contracts with multiple school boards to provide programs through these multiple school boards;**
- **A local school board that provides online courses or programs to students who reside in Virginia but outside of the boundaries of that school division.**

Multi-division Online Providers

A multi-division online provider is <u>not</u>:

- A local school board program in which fewer than 10 percent of the students enrolled are <u>not</u> residents of the school division;
- Multiple school boards that establish joint programs in which fewer than 10 percent of the enrollment is comprised of students who are <u>not</u> residents of any of the participating school divisions;
- Any local school board that provides programs for its students through an arrangement with a public or private institution of higher education; and
- Any local school board providing programs through private or nonprofit organizations that have been approved as multi-division online providers.

Processes to be Developed

The Superintendent of Public Instruction develops and the Board approves:

- **A process for approving multi-division online providers;**
- **A process for monitoring multi-division online providers;**
- **A process for revoking approved multi-division online providers if needed; and**
- **An appeals process for multi-division online providers whose applications are denied or whose approvals are revoked.**

Approval Criteria

The approval criteria requires that:

- Providers are accredited by an accreditation program approved by the Board;
- Pupil performance standards and curriculum meet or exceed any applicable Standards of Learning (SOL) and the Standards of Accreditation (SOA);
- Objectives and assessments used to measure pupil achievement are in accordance with the SOA and all applicable state and federal laws; and
- Such programs maintain minimum staffing requirements appropriate for virtual school programs.

Approval Authority

Using the processes and criteria approved by the Board, the Superintendent shall:

- Approve or deny multi-division online provider applications, and
- Revoke approvals of previously approved multi-division online providers if necessary.

Revocations and denials by the Superintendent may be appealed to the Board for review.

Other Requirements

- The Superintendent must develop model policies for local school divisions.
- The Board must submit information about virtual school programs in its Annual Report to the Governor and to the General Assembly beginning in November 2011.
- The Department must maintain information about multi-division online providers on its Web site for students, parents, and other stakeholders.
- By July 1, 2011, all school divisions must post information on their Web sites about online courses and programs.

Requirements for Teachers and Administrators

- Teachers who deliver instruction through online courses or virtual programs must be licensed by the Board.
- Teachers who deliver instruction through online courses or virtual programs must meet the same conditions for employment (such as fingerprinting and a background check) as other public school teachers.
- Administrators of virtual school programs must hold an advanced degree from an accredited institution of higher education, with educational and work experience in administering educational programs.

Enrollment and Tuition

- Any student enrolled in any online course or virtual program offered by a school division is considered enrolled in a public school.
- A student's parent or guardian must provide written permission prior to the enrollment of the student in any full-time virtual program.
- A student shall not be charged tuition for enrolling in any online course or virtual program offered by the school division where he resides.
- Tuition may be charged in accordance with existing provisions of the law if the student is considered a nonresident.

Regulation of Virtual Schools

Background

Governor McDonnell asked Senator Newman and Delegate R.P. Bell to sponsor identical bills which call for the Superintendent of Public Instruction to develop, and the Board of Education to approve, criteria for approving and monitoring multi-division providers of online courses and virtual school programs. The bills also allow local school boards to enter into contracts with approved private or nonprofit organizations to provide such courses and programs and such contracts shall be exempt from the Virginia Public Procurement Act. Any multi-division online provider operating prior to the adoption of approval criteria by the Board may continue operating until such criteria are adopted.

The legislation establishes a new article in state law, beginning July 1, 2010, which address the following:

A. **Definitions** – Several terms are defined:

1) A multidivision online provider is:

a) a private or nonprofit entity entering into a contract with a local school board to provide online courses or programs through that school board and serves Virginia students residing both within and outside of the boundaries of the school division;
b) a private or nonprofit entity entering into contracts with multiple school boards to provide online courses or programs to K-12 students through these multiple school boards;
c) a local school board that provides online courses or programs to students who reside in Virginia but outside of the geographical boundaries of that school division.

2) A multidivision online provide is not:

a) a local school board's program of on-line learning in which fewer than 10 percent of the students enrolled are not residents of the school division;
b) multiple school boards that establish joint online course or programs in which fewer than 10 percent of the enrollment is comprised of students who are not residents of any of the participating school divisions;
c) any local school board that provides online learning courses or programs for their students through an arrangement with a public or private institution of higher education ; and

d) any local school board providing online courses or programs through a private or nonprofit organization that has been approved by the Superintendent of Public Instruction as a multi-division online provider.

3) An online course is a course or grade-level subject instruction that:

a) is delivered by a multi-division online provide primarily electronically using the Internet or other computer-based methods and
b) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or in both manners.

B. **Provider Approval** – The Superintendent of Public Instruction develops and the Board approves:

a) criteria and an application process for approving multi-division online providers;
b) a process for monitoring multi-division online providers;
c) a process for revoking approved multi-division online providers; and
d) an appeals process for providers whose applications are denied or whose approvals are revoked.

Using the processes and criteria approved by the Board, the Superintendent shall: 1) approve or deny multi-division online provider applications and 2) revoke approvals of previously approved multi-division online providers if necessary.

Any provider approvals shall be effective until revoked, for cause, under the process approved by the Board. Any notice of revocation or denial of an application must state the grounds for such action, with reasonable specificity, and must include a reasonable notice for the purposes of appeal. Revocations and denials of the Superintendent may be appealed to the Board for review.

All criteria and processes shall be adopted by January 31, 2011.

C. **Provider Requirements** – In the criteria noted in paragraph B above, the Superintendent shall require:

a) providers to be accredited by a national, regional, or state accreditation program approved by the Board;
b) such online courses and programs, pupil performance standards and curriculum to meet or exceed any applicable Standards of Learning and Standards of Accreditation;
c) any educational objectives and assessments used to measure pupil progress towards achievement of the school's performance standards to be

in accordance with the Board's regulations for accrediting schools and all applicable state and federal laws; and

d) such courses or programs to maintain minimum staffing requirements appropriate for virtual school programs.

Local school boards are permitted to enter into contracts with private and nonprofit organizations approved by the Board as multi-division on-line providers and such contracts are exempt from the Virginia Public Procurement Act. (As a frame of reference, any purchase made by a school board of a state Board approved textbook is also exempt from the provisions of this Act.)

D. **Posting of Information** – The Department shall develop and maintain a website that provides objective information for students, parents, and other stakeholders regarding online courses and virtual programs offered through local school boards by approved multi-division online providers. The Web site shall contain information regarding:

a) a multi-division online provider's overall instructional program;
b) specific content regarding individual course and program offerings;
c) a direct link to each multi-division online provider's Web site;
d) information regarding registration, teacher qualifications, course completion rates; and
e) other evaluative and comparative information.

The Department's website shall also contain information on the process and criteria used for approval as a multi-division online provider. All approved multi-division online providers must supply this information to the Department as a condition of approval by the Superintendent.

E. **Model Online Policies and Reporting** – The Superintendent shall develop model policies regarding student access to online courses and online learning programs that may be used by local school divisions.

The Board would also be required to submit an annual report to the Governor and to the General Assembly beginning in November of 2011 regarding online learning information for the previous year. The information shall include, but is not limited to:

a) student demographics;
b) course enrollment information;
c) parental satisfaction;
d) aggregated student course completion and passing rates; and
e) activities and outcomes of course and provider approval reviews.

The report submitted in November of 2011 will be an interim progress report and will include information on the criteria and processes adopted by the Board and outcomes of provider approval reviews.

F. **Local School Division Policies** – By **July 1, 2011**, all local school divisions would be required to post on their websites information regarding online courses and programs available through the school division. Such information shall include, but not be limited to:

a) the types of courses and programs available;
b) the conditions under which a school division would or would not pay course fees and other costs for nonresident students; and
c) the granting of high school credit.

G. **Teachers and Administrators** – Teachers providing instruction to students through online course or virtual school programs must be licensed by the Board and must meet the same conditions for employment (such as fingerprinting and a background check) as other public school teachers.

Administrators of virtual school programs must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering educational programs.

H. **Enrollment -** Any student enrolled in any online course or virtual program offered by a local school division is considered enrolled in a public school. Furthermore, a student's parent or guardian must provide written permission prior to the enrollment of the student in any full-time virtual program offered by a school division. A student shall not be charged tuition for enrolling in any online course or virtual program offered by the school division where he resides. Tuition may be charged in accordance with existing provisions of the Code of Virginia if the student is considered a nonresident.

I. **Other -** The bill also modifies Standard Two of the Standards of Quality, which outlines the requirements of administrative, support, and instructional personnel. Standard Two would be modified to allow school divisions to exempt full-time students of approved virtual school programs from being factored into the determination of whether a school division has allocated its instructional and other licensed personnel in accordance with the ratios and standards outlined in Standard Two. This provision is intended to provide school divisions with flexibility when allocating personnel by permitting them to not count these students when determining compliance with Standard Two.

This bill states that any multi-division online provider defined in this legislation operating prior to enactment of this article <u>and</u> prior to the enactment of the approval critieria <u>and</u> meeting the requirements in described in paragraph B above is permitted to continue operating until criteria are approved. Once the criteria are approved, then the provider must submit an application to the Superintendent in order to continuing operating but would be permitted to continue operating until such decision is rendered by the Superintendent.

Role of the Board

a) All processes used to approve and disapprove providers will be developed by the Superintendent of Public Instruction. The Superintendent will also be responsible for developing minimum staffing standards for virtual school programs. The Board will be required to review and approve these processes and any changes to them. Review by the Board will begin in early 2011.
b) The Board will hear any appeals related to applications that are denied or approvals that are revoked.

Legislation Passed by the 2010 General Assembly

Establishment of Virtual School Programs.

§ 22.1-212.23. Definitions.

As used in this article:

"Multi-division online provider" means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division. However, "multi-division online provider" shall not include (a) a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division; (b) multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions; (c) local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multi-division online provider.

"Online course" means a course or grade-level subject instruction that (i) is delivered by a multi-division online provider primarily electronically using the Internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multi-division online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management.

An online course or virtual school program may be delivered to students at school as part of the regularly scheduled school day.

§ 22.1-212.24. Approval of multi-division online providers; contracts with local school boards.

A. The Superintendent of Public Instruction shall develop, and the Board of Education shall approve, (i) the criteria and application process for approving multi-division online providers; (ii) a process for monitoring approved multi-division online providers; (iii) a process for revocation of the approval of a previously approved multi-division online provider; and (iv) an appeals process for a multi-division online provider whose approval was revoked or whose application was denied. The process developed under this subsection shall require approvals and revocations to be determined by the Superintendent of Public Instruction, and either the denial of an application or revocation of approval may be appealed to the Board of Education for review. The approval of a multi-division online provider under this section shall be effective until the approval is revoked, for cause, pursuant to the terms of this section. Any notice of revocation of approval of a multi-division online provider or rejection of an application by a multi-division online provider shall state the grounds for such action with reasonable specificity and give reasonable notice to the multi-division online provider to appeal. These criteria and processes shall be adopted by January 31, 2011.

B. In developing the criteria for approval pursuant to subsection A, the Superintendent of Public Instruction shall (i) require multi-division online providers to be accredited by a national, regional, or state accreditation program approved by the Board; (ii) require such courses or programs, pupil performance standards, and curriculum to meet or exceed any applicable Standards of Learning and Standards of Accreditation; (iii) require any educational objectives and assessments used to measure pupil progress toward achievement of the school's pupil performance standards to be in accordance with the Board's Standards of Accreditation and all applicable state and federal laws; and (iv) require such courses or programs to maintain minimum staffing requirements appropriate for virtual school programs.

C. Local school boards may enter into contracts, consistent with the criteria approved by the Board pursuant to this section, with approved private or nonprofit organizations to provide multi-division online courses and virtual school programs. Such contracts shall be exempt from the Virginia Public Procurement Act (§ 2.2-4300 et seq.).

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

A. The Department of Education shall develop and maintain a website that provides objective information for students, parents, and educators regarding online courses and virtual programs offered through local school boards by multi-division online providers that have been approved in accordance with § 22.1-212.24. The website shall include information regarding the overall instructional programs, the specific content of individual online courses and online programs, a direct link to each multi-division online provider's website, how to register for online learning programs and courses, teacher qualifications, course completion rates, and other evaluative and comparative information. The website shall also provide information regarding the process and criteria for approving multi-division online providers. Multi-division online providers shall provide the Department of Education the required information for the website as a condition of maintaining Board approval.

B. The Superintendent of Public Instruction shall develop model policies and procedures regarding student access to online courses and online learning programs that may be used by local school divisions.

Nothing in this article shall be deemed to require a local school division to adopt model policies or procedures developed pursuant to this section.

C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multi-division online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications.

D. By July 1, 2011, local school boards shall post on their websites information regarding online courses and programs that are available through the school division. Such information shall include but not be limited to the types of online courses and programs available to students through the school division, when the school division will pay course fees and other costs for nonresident students, and the granting of high school credit.

§ 22.1-212.26. Teachers and administrators of online courses and virtual programs.

A. Teachers who deliver instruction to students through online courses or virtual school programs shall be licensed by the Board of Education and shall be subject to the requirements of §§ 22.1-296.1 and 22.1-296.2 applicable to teachers employed by a local school board.

B. The administrator of a virtual school program shall hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering educational programs.

§ 22.1-212.27. Students enrolled in online courses and virtual programs.

A. Any student enrolled in any online course or virtual program offered by a local school division shall be enrolled in a public school in Virginia as provided in § 22.1-3.1.

B. A student's parent or guardian shall give written permission prior to the enrollment of the student in any full-time virtual program offered by a local school division.

C. A student shall not be charged tuition for enrolling in any online course or virtual program offered by the school division in which he resides, pursuant to § 22.1-3. However, tuition may be charged to students who do not reside within the boundaries of the school division offering such course or program, pursuant to § 22.1-5.

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;

3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and

5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent;

assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library-media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.

Pursuant to the appropriation act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

P. Notwithstanding the provisions of this section, when determining the assignment of instructional and other licensed personnel in subsections C through J, a local school board shall not be required to include full-time students of approved virtual school programs.

2. That any multi-division online provider operating prior to the enactment of this act and prior to the development and enactment of the approval criteria pursuant to subsection A of § 22.1-212.24 of the Code of Virginia and meeting the requirements of subsection B of § 22.1-212.24 shall be permitted to continue operating until enactment of the approval criteria pursuant to § 22.1-212.24. Following such enactment, any operating multi-division online provider shall be required to submit an application for approval and shall be permitted to continue operating until a decision is rendered under the criteria enacted pursuant to § 22.1-212.24.

Virtual Virginia Program Update

Lan W. Neugent
Assistant Superintendent for Technology and Career Education

April 21, 2010

Purpose

- Provide access to courses that are unavailable due to low enrollments or scheduling conflicts
- Ensure the availability of high quality and rigorous Advanced Placement courses
- Offer World Languages to underserved populations
- Provide equity of access to educational options throughout Virginia regardless of geographic location

Course Experience

- Courses are delivered via the Internet through a secure, Web-based environment
- Students participate at school and/or home
- Advanced Placement and World Language/SOL aligned curriculum
- Courses promote a high level of interaction among students, teachers, and staff
- Content is media-rich, interactive, and engaging

Course content is designed to address different learning styles

- Text/Ancillary Readings
- Discussion Forums
- Written assignments
- Teacher Collaboration
- Internet Research
- Video Tapes/You Tube
- Small Group Discussion
- Student Presentations
- Student Projects
- Interviews
- Case Studies
- Role Playing
- Group Research Projects
- Virtual/Simulation Labs
- Writing/Publishing Reports
- Building Virtual Models/Projects
- Collaboration with Scientist Projects
- Real world problem projects
- Video Creation/Reports

Quality Instruction

- Highly qualified teachers
- Tools to support communication and real-time instruction
- Experienced instructional and curriculum supervisors
- Virtual school counselor
- Student/teacher technical support
- School mentor for face-to-face support

Quality Coursework

- Meet and exceed SOL and national standards
- Courses audited and approved by the College Board
- Content adheres to SREB Standards for Quality Online Instruction
- Virtual instructional time is equivalent to traditional classes
- AP test scores meet or exceed traditional school scores

Advanced Placement Course Offerings

Full Year and 4x4 Semester = 1 credit

- Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science AB
- English Language and Composition
- English Literature and Composition
- Government and Politics: U.S.
- Human Geography
- Latin Literature
- Physics B
- Psychology
- Spanish Language
- Statistics
- U.S. History
- World History
- Chinese

Advanced Placement Course Offerings

Full Year and 4x4 Semester = 1 credit

Environmental Science

European History

French Language and Composition

Government and Politics: Comparative

Macroeconomics

Microeconomics

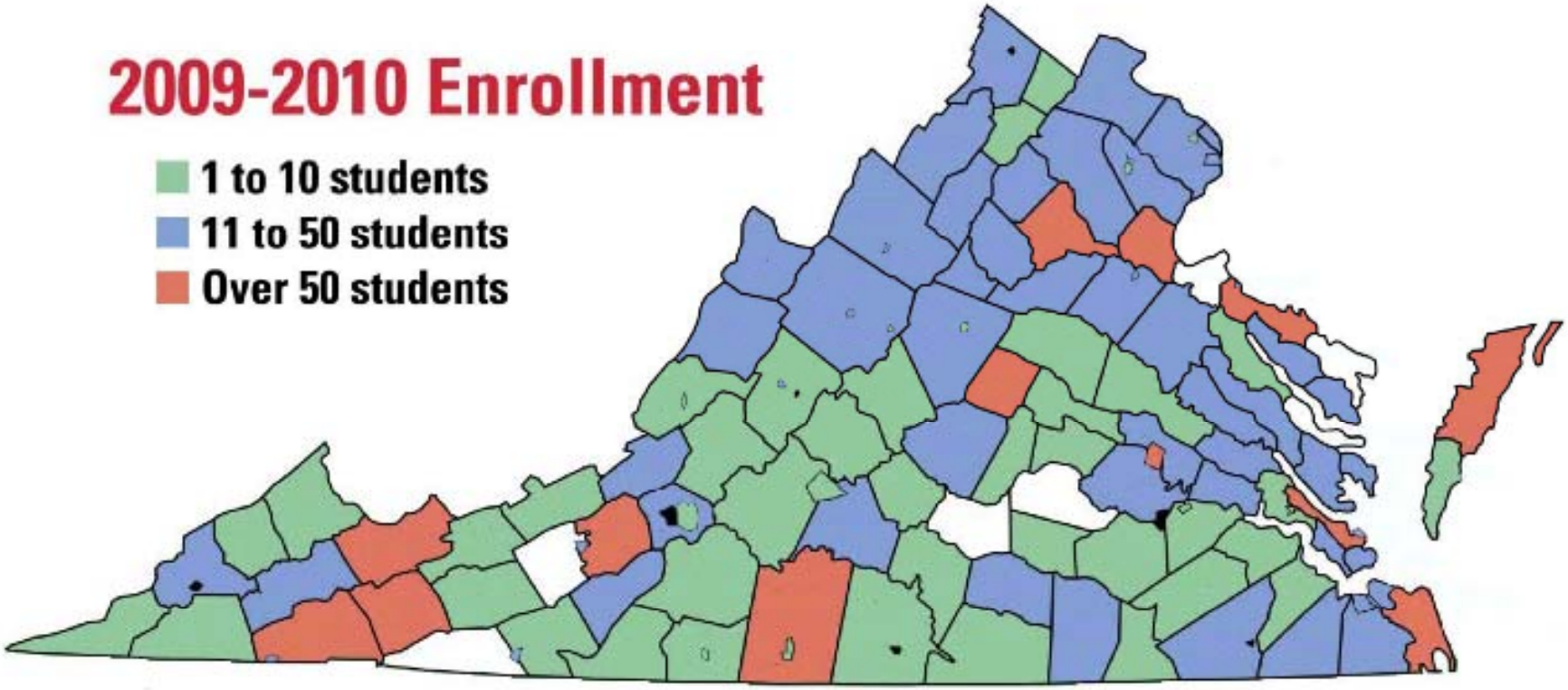
Non-AP Course Offerings

Full Year and 4x4 Semester = 1 credit

Arabic I
Chemistry (Honors)
Chinese I
Chinese II
Chinese III
Creative Writing
Earth Science
Latin I
Latin II
Latin III
Latin IV
Physics (Honors)
Pre-Calculus and Math Analysis
Spanish IV
Survey of World Languages
World Mythology

Enrollment

- Students from 115 divisions and 250 middle and high schools enrolled in one or more courses in 2009/2010
- 6,276 half credit enrollments in 2009/2010
- Virtual Virginia has served over 10,000 students since its inception in 2002



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Enrollment Data Collected 9/12/2009

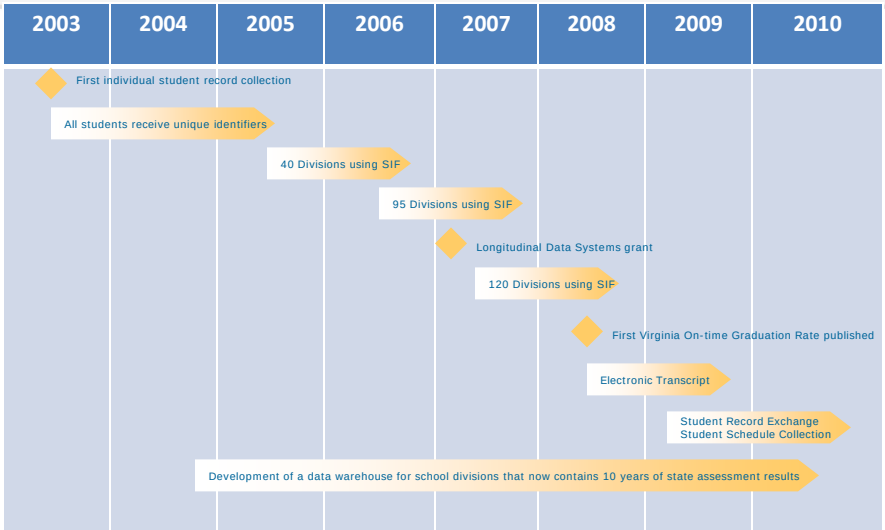
Questions?

Virginia's Educational Information Management System - EIMS

Board of Education Planning Meeting
April 21, 2010

Bethann H. Canada
Director of Educational Information Management
Virginia Department of Education

History



Empowering Teachers and Administrators

- 10 years of student-level state assessment data
- Test data available each Sunday morning as of scoring the previous Thursday
- Student-level college-readiness scores
  - SAT
  - ACT
  - AP
- Student-level postsecondary enrollment data
- Watch list
  - Reading and mathematics, attendance, age
- Preschool and Kindergarten literacy screening results

"Hits"

- 2,966 "hits" by 828 different people in a recent 30-day period

Empowering Teachers and Administrators

- Web-based and hands-on training provided
- Training includes
  - Operation of the system
  - Using the data in the system to make informed decisions
- Additions and changes to reports often occur as a result of recommendations in training
- School divisions involved in development of new data collections

Buy-in

- School division personnel designed the first student record collection.

The Cohort Reports

- Five years, one number!
- A true longitudinal graduation rate
- Based on National Governors Association formula
- Adopted by the Board of Education in 2006
- Added longitudinal dropout and completion
- Includes all Board of Education-approved diplomas
- Rates are disaggregated by multiple subgroups

Statistic

- Virginia followed 98,043 students for four years to form the 2009 Cohort Report.

Federal Grant

- 2007 Longitudinal Data Systems grant from USED
- $6 million to expand EIMS capabilities, including
  - Adding postsecondary enrollment, college readiness, and watch list reports
  - Developing electronic transcripts
  - Developing electronic student record exchange
  - Developing a student schedule collection
  - Developing a data quality program
- Enables a number of research activities and best practice studies

Statistic

- There are currently 14,245 student transcripts in the system.

Enabling Research

- LEP Study
- Study of dropouts and graduates
- Study of postsecondary enrollment and persistence
- Study of postsecondary outcomes in the first year*
- Indicators of risk for dropping out
- PALS outcomes and participation in the Virginia Preschool Initiative
- Third grade outcomes associated with participation in public pre-K
- Progress of students after completing VPI programs*
- Establishing an early warning tool
- Establishing Student Growth Percentiles*
- Evaluation of 21st Century Learning Centers
- Evaluation of Supplemental Educational Services and providers
- Evaluation of the Response to Intervention Initiative
- Evaluation of the Reading First initiative
- Creating data for supplemental funding for at-risk students
- Understanding the representation of students from different groups in Gifted Education
- CTE follow-up study
- Validation of the Quality Rating and Improvement System

* In Process

Fact

- None of these studies could have been attempted without longitudinal data.

The SIF Program

(Schools Interoperability Framework)

- Improves data quality and reduces local burden
- Data entered once and used many times
- Software, installation, training is free
- 120 divisions participating
- Used to obtain student identifiers without human intervention
- The technology behind electronic transcripts and student record exchange
- Includes licensing to integrate local applications

Statistic

- 16 school divisions are using electronic transcripts.

Best Practices Studies

- Topical studies conducted by the Center for Innovative Technology
  - Academic and Career Plans
  - Linking Student and Teacher Data
  - Linking K-12 and Work force Data
  - Data Exchanges in Other Industries
- Seeking to obtain school division input
- Data gathered in regional workshops with school divisions, research, and interviews
- Will guide future work on the LDS

Questions?

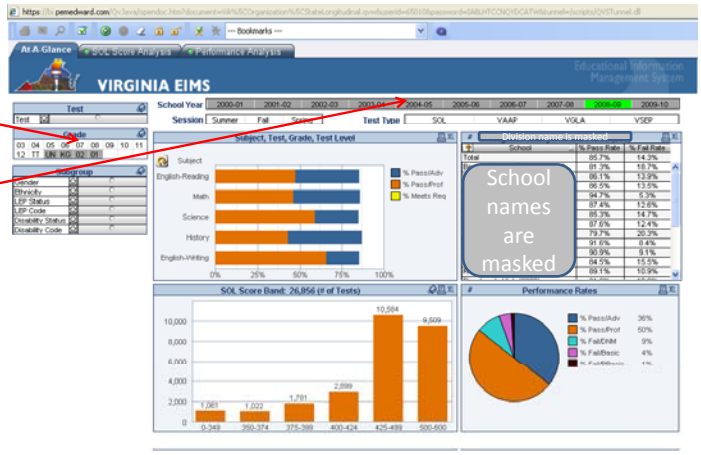
Bethann Canada
bethann.canada@doe.virginia.gov
(804)225-2951

Screen shots of several EIMS reports follow.

Dashboard

Drill to specific tests, grades, and subgroups

Choose one or more school years



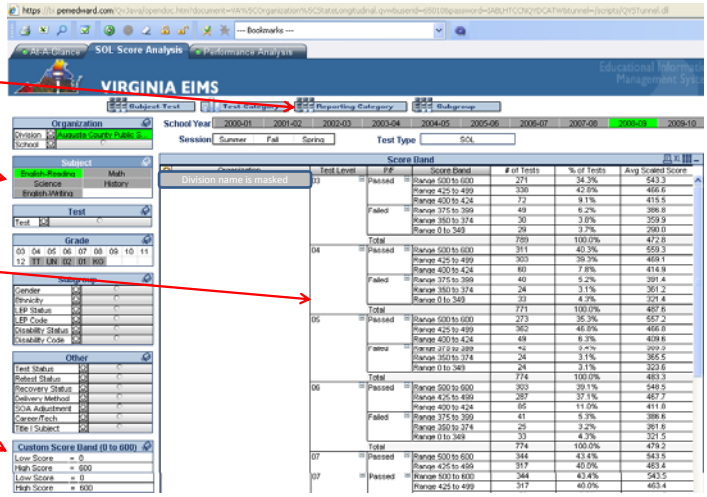
Score Analysis

Drill to the reporting category level

Choose a subject

Analyze data by score band

Define a custom score band



Score Analysis: Drilling down

Choose a school

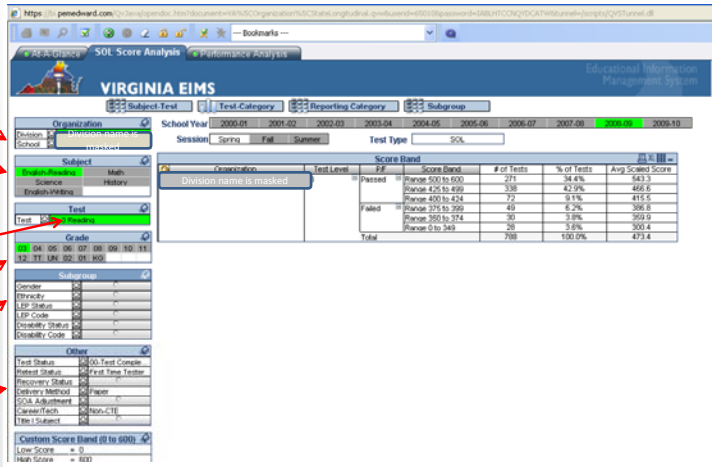
Choose a subject

Choose a specific test

Choose a grade

Choose a group

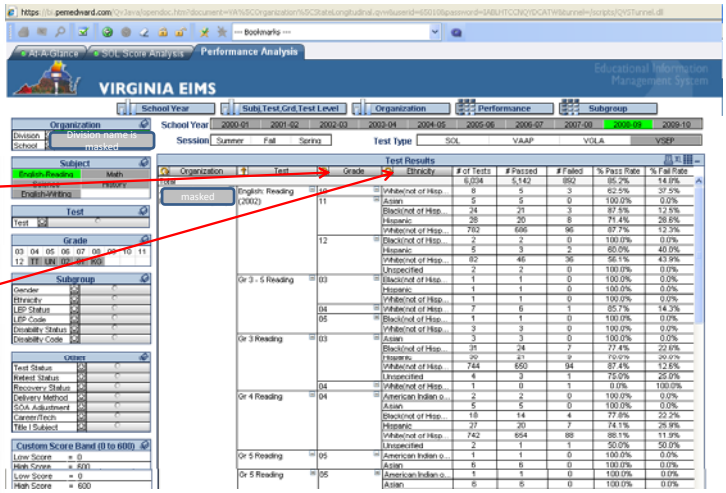
Choose a testing status



Performance Analysis

Disaggregate pass rates by grade, test level and administration

Further disaggregate by race/ethnicity, gender, LEP status, disability status

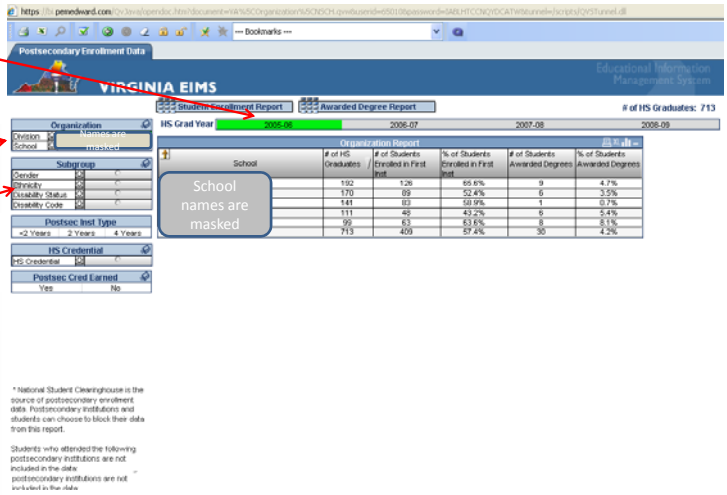


Postsecondary Enrollment

Select a graduating class

Select a division and school

Select a group



Watch List

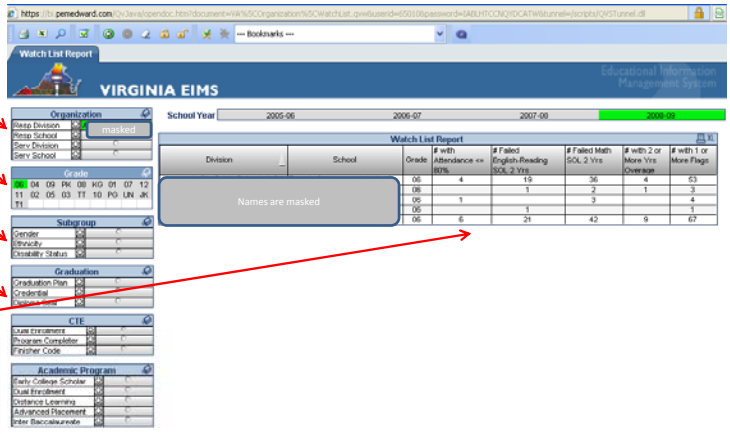
Select a division and school

Select a grade

Select a group

Select other characteristics

Identify potentially at risk students



Virginia's Educational Information Management System (EIMS)

Virginia's solution to meeting the data collection and reporting requirements of the *No Child Left Behind Act of 2001*, the Educational Information Management System (EIMS) leverages the data requirements to provide rich decision support tools to Virginia school division personnel. Accomplishments to-date include institutionalizing the assignment of a unique identifier to each student, integrating multiple reporting requirements into a single state student record collection, and a data warehouse accessible to division personnel that contains ten years of state assessment data with the ability to disaggregate overall and sub-strand results to the teacher and student levels. In addition to state assessment data, the EIMS data warehouse now contains student-level college readiness scores, graduation data, literacy screening data, postsecondary enrollment information, and a report that can be used to identify students at risk of dropping out. These accomplishments are due in a large part to support and "buy in" by school division personnel. A large number of the reports and features of EIMS were developed at the request of school divisions and the student record collection was designed in collaboration with a group of school divisions.

Accomplishments

- 2002-2003 – First Individual Student Record Collection
- 2003-2004 – Contract Award, Pilot School Divisions Established
- 2004-2005 – All Students Assigned Unique "State Testing Identifiers"
- 2005-2006 – 40 School Divisions Participating in SIF Initiative
- 2006-2007 – 55 Additional Divisions Participating in SIF Initiative
- 2007 – Longitudinal Data Systems Grant Allows System Expansion
- 2007-2008 – 120 Divisions Participating in SIF Initiative
- 2008 – Reporting Virginia's first On-time Graduation Rate
- 2008-2009 – Development of Electronic Transcript, Additional Data Available
- 2009-2010 - Development of Student Record Exchange and the Student Schedule Collection

There are currently more than 23 million student assessments in the EIMS data warehouse, representing 10 years of state assessment data.

Empowering Teachers and Administrators

The actionable reports within the EIMS data warehouse are available free of charge to all authorized public educators in Virginia. In addition to state assessment data, the EIMS contains student-level Advanced Placement results, Scholastic Aptitude Test results, and ACT results. A Postsecondary Enrollment report allows educators to learn actual postsecondary enrollment and completion information for recent graduates. A Watch List report allows educators to use data to determine students at risk of not succeeding in school, including such factors as performance in reading and mathematics, attendance, and age for grade. Pre-school and Kindergarten literacy screening data are also available in the data warehouse. State assessment results are available on Sunday morning as of

scoring the previous Thursday. The EIMS reports received 2,966 “hits” by 828 different teachers and administrators in a recent 30-day period.

The Cohort Reports

In October 2008, the Department released the Virginia On-Time Graduation Rate. The Virginia On-Time Graduation Rate is a cohort graduation rate that expresses the percentage of students who earn a Board of Education-approved diploma within four years of entering ninth grade for the first time. It is calculated using a formula endorsed in a 2005 compact signed by the nation’s governors and subsequently adopted by the General Assembly and Board of Education. In addition to calculating the true graduation rate, the Department calculated longitudinal completion and dropout rates for schools, school divisions, and the Commonwealth. The process was repeated in 2009 and published as *Virginia’s Cohort Reports*.

Federal Grant

A 6-million dollar federal grant is being used to expand the capabilities of EIMS, providing for electronic transfer of student records from school-to-school and from K-12 to higher education; adding additional data for educator decision support; and emphasizing training for data quality. Electronic transfer of student records from K-12 to higher education is a first step toward establishing a P-20 data system for Virginia, providing rich data for analysis. There are currently 14,245 student transcripts in the system.

Enabling Research

The longitudinal data in Virginia’s EIMS has enabled the Department to conduct a number of research studies that could not have been accomplished without longitudinal data.

- LEP study (SB 683)
- Study of high school dropouts and graduates (SJ 329)
- Study of postsecondary enrollment and persistence
- Study of postsecondary outcomes in the first year (in process)
- Indicators of risk for dropping out of school
- PALS outcomes and the association with participation in VPI
- Third grade outcomes associated with children's participation in public pre-K programs
- Progress of students after completing VPI programs in Virginia (in process)
- Establishing Virginia's early warning tool for high schools
- Evaluation of 21st Century Community Learning Centers (annual)
- Evaluation of Supplemental Education Services and Providers (annual)
- Evaluation of Virginia's RTI initiative
- Evaluation of Virginia's Reading First initiative
- Creating the data supplement to Virginia's annual report for supplemental funding sources for at-risk students in Virginia

- Understanding the representation of students from different race/ethnicity groups in gifted education
- Postsecondary outcomes for CTE completers-6 year follow-up study
- Evaluation of early care and education programs funded through social services (in process)
- Validation of Virginia's Quality Rating and Improvement System (in process)
- Assessment of Henrico County Special Education programs
- Factors associated with teacher retention in Virginia
- Establishing Student Growth Percentiles (in process)

The SIF Program

Recognizing the power of the Schools Interoperability Framework Association's (SIFA) specification to improve data quality and reduce local administrative burden, Virginia has provided software, installation, and training to 120 of Virginia's school divisions. SIF enables school divisions to obtain student identifiers for new and transferring students without human intervention. The success of this effort has prompted 64 school divisions to expand their use of the SIF specification for local "horizontal" use, resulting in improved quality of local data and additional reduced administrative burden. The SIF specification is the means by which school divisions are implementing electronic transfer of student records. To date sixteen divisions are up and running with electronic transcripts.

Best Practices Studies

Recognizing that a number of data collection topics were on the horizon, the Department contracted with the Center for Innovative Technology (CIT) to conduct a local and national information-gathering effort on a number of relevant topics. Conducting interviews in person and by telephone; and holding workshops around the state, CIT produced a number of best practices reports for the Department that reflected school division interests and concerns. The best practices reports address the following topics:

- The Academic and Career Plan;
- Linking student and teacher data;
- Linking K-12 and work force data; and
- Data exchanges in other industries.

These reports will be used to guide further development of the longitudinal data system.

The Future of Virginia's Assessment Program: Testing in a Digital Age

Shelley Loving-Ryder
Assistant Superintendent for Student Assessment and School Improvement
April 21, 2010

VIRGINIA DEPARTMENT OF EDUCATION

Guiding Principles

- All SOL tests developed with online as primary delivery mode by 2012-2013
- Include some innovative items in addition to multiple-choice
- Innovative items to be primarily computer- scored

Schedule for Implementation of Tests Measuring Revised SOL

- History in 2010-2011
- Mathematics in 2011-2012
  - Innovative items in online tests for grades 6,7,8 and end-of-course
  - Practice test provided with example of new item types

Schedule for Implementation of Tests Measuring Revised SOL

- Science and English in 2012-2013
- Developed with online as the primary mode of delivery; paper only for students with a "documented" need
- Some innovative items in all tests
- Writing test administered online

Examples of Innovative Items Demonstrated

Future of Virginia Grade Level Alternative (VGLA)

- Work-sample based, on-grade level assessment for students with disabilities and certain limited English proficient students
- Intent is to phase out VGLA for students with disabilities once test for students pursuing modified achievement standards is implemented (HB 304)
- Will still need a similar assessment for a small number of students who CANNOT take a multiple-choice test

Virginia Modified Achievement Standard Test (VMAST)

- Intended for students with disabilities who are learning grade level content but who are not expected to achieve proficiency at same rate as non-disabled peers
- Grant from USED to investigate a process for developing
- Supports and simplifications recommended by VA educators added to existing grade 8 online reading and mathematics items

Virginia Modified Achievement Standard Test (VMAST)

- Field testing in spring 2010
- No firm schedule for implementation yet
- Ideal situation would be to implement VMAST in grades 3-8, Algebra I, and end-of-course reading in conjunction with new SOL tests
  - Math in 2011-2012
  - Reading in 2012-2013

Overview of the Board of Education's Comprehensive Plan *2007-2012*

Adopted on September 26, 2007
Reviewed on April 29, 2009

VIRGINIA BOARD OF EDUCATION

Statutory Authority

§ 22.1-253.13:7, *Code of Virginia*:
The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions …

Statutory Authority

§ 22.1-253.13:7, *Code of Virginia*:

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth …

Objectives

- **OBJECTIVE 1:** The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

- **OBJECTIVE 2:** The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

Objectives

- **OBJECTIVE 3:** The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.
- **OBJECTIVE 4:** The Board of Education will work cooperatively with partners to help ensure that all young people are ready to enter kindergarten with the skills they need for success.

Objectives

- **OBJECTIVE 5:** The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

- **OBJECTIVE 6:** The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

Objectives

- **OBJECTIVE 7:** The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

- **OBJECTIVE 8:** The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2007-2012

Board of Education
Commonwealth of Virginia

Adopted
September 26, 2007

Reviewed: April 2009

Members of the Board of Education

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Superintendent of Public Instruction
Dr. Billy K. Cannaday, Jr.
Virginia Department of Education

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Dr. Patricia I. Wright
Virginia Department of Education

BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2007-2012
Executive Summary

The Board of Education's *Comprehensive Plan: 2007-2012* updates the objectives set forth in the Board's previous plan, which covered the years 2005-2010. Building upon the previous plan, the two-year update reflected in this document provides the framework for resources and policy development to continue Virginia's forward momentum in student achievement.

Highlights of the Board of Education's *Comprehensive Plan: 2007-2012*:

- The Board of Education's vision and mission statements and objectives for public education provide the framework for leadership, advocacy, and oversight for the public education system in Virginia. The statements are forward-looking and acknowledge the programs and services of Virginia's public schools as well as the increasingly diverse needs of students who will live and work in an expanding and complex global, high tech economy.

- The Board of Education's Vision:
  The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

- The Board of Education's Mission:
  The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.

- The Board of Education's objectives for public education for 2007-2012 are as follows:

  OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

  OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

  OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

- The comprehensive plan also includes an assessment of the extent to which the objectives for public education are being met. The assessment shows that for the past eight years in which the current accreditation requirements have been in place, Virginia's public schools have steadily improved.

- The Board of Education is adamant that all of Virginia's children—regardless of their personal circumstances—must have the school environment, the resources, and the teachers to help them be successful at school. However, there remain persistent and troubling differences in the achievement level of students who are struggling academically, and many students need costly, intensive instructional support to succeed in school.

- Record enrollment in public elementary and secondary schools will continue over the next five years, according to research conducted by UVA's Weldon Cooper Center for Public Service (2007). In 2011, Virginia's public schools will enroll over 1.2 million students in Kindergarten through the 12th grade, an increase of 31,857 students over current membership. While enrollment overall will grow, not all divisions will experience growth. Sixty-three of the state's 132 school divisions will enroll more students in five years, and six school divisions projected to lose over 1,000 students in the next five years.

- Demographic trends show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged families) are increasingly making up a larger proportion of the overall population and that Virginia is experiencing shortages of teachers in certain subject areas. These trends pose serious challenges for public school leaders.

Statutory Requirement for Updating the Comprehensive Plan

§ 22.1-253.13:6. Standard 6. Planning and public involvement.
A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary…

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Board of Education Objectives: 2005-2007

BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2007-2012

> *Eighty percent of the jobs today's kindergartners will occupy sometime in the future do not yet exist, and the average kindergartner of today will experience four different careers and nine different jobs in his lifetime.*
>
> Ed Barlow, April 26, 2007

These were the words of a nationally recognized futurist, Ed Barlow, as he recently addressed a conference on Virginia's Workforce for the 21st Century. The members of the Board of Education were present to hear Mr. Barlow describe in vivid terms the future awaiting Virginia's young people, a future that will be far different than that of their parents and grandparents. Mr. Barlow echoed the urgent theme of the National Center on Education and the Economy's Commission on the Skills of the American Workforce (2007), which pulls no punches about the education challenges ahead:

> This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education — a very different kind of education than most of us have had — are going to be the only security there is. . . . . The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens.

There are obvious questions for the Board of Education as it sets its goals for the coming years: Will Virginia's young people be ready? Will they be equipped with the knowledge and skills they need to be successful? What is the role of the Board of Education in leading the charge for excellence?

With these questions about the future sharply in mind, the Board of Education has set its vision, mission, and objectives for the next several years. By working with many partners, the Board of Education intends to move Virginia's education system dramatically forward, fostering the development of a 21st Century skills pipeline that will prepare today's students to be tomorrow's working adults—in short, an education system that equips all students to be responsible and self-reliant citizens of our increasingly complex and diverse global society.

Board of Education Vision Statement: 2007-2012

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

Board of Education Mission Statement: 2007-2012

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.

Board of Education Objectives: 2007-2012

The Board of Education's objectives are constantly evolving. The objectives are revised every two years; therefore, they must be viewed as a continuous process of assessment and evaluation, all of which lead to adjustments as needed. Perhaps most importantly, the Board of Education's objectives, as well as the strategies and activities to implement the objectives, are tied closely to the requirements of state and federal statutes and regulations and on the availability and appropriation of funding for public education.

In addition to working to meet its objectives, the Board must also be keenly aware of and responsive to regulatory or statutory requirements. Thus, the Board will have major policy decisions to make during the next two years in the following areas:

- Career and technical education state plan and regulations;
- Special education regulations;
- Standards of Accreditation, including graduation rates and graduation policies in the accountability system and establishing the technical diplomas;
- Standards of Learning in history (2008), mathematics (2009), English (2010), and science (2010), followed by the curriculum framework and textbook adoption; and
- Standards of Quality

The Board of Education's objectives provide the roadmap for moving from competence to excellence for Virginia's public schools. The objectives define the important priorities for the actions and strategies the Board will use to set policies and directions for the public schools. During its planning session and discussions in May and June 2007, the Board set the following eight objectives:

> OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.
>
> OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Measures for Objectives: 2007-2012

The Virginia Board of Education is committed to assessing its progress in leading Virginia to create an excellent statewide system of public education. Part of that commitment involves assessing the Board's progress towards meeting the objectives described in the Board's comprehensive plan and the education system described in the Board's vision and mission statements. The metrics used to assess the Board's progress will provide information that describes how well the Board meets its objectives and the state of education in Virginia.

The Board's actions are intended to support all students' ability to achieve to their highest potential. The Board, however, is limited in the direct impact it can have on student achievement. As well, many of the actions taken by the Board will take years for any impact to be seen in achievement scores. Therefore, measures related to student outcomes will be considered over time and in conjunction with metrics that provide immediate information about the Board's progress in achieving its objectives.

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

Metrics

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this

process, the Board collects data and information that supports its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held.

To measure whether the Board's actions continue to enhance the quality standards, the Board will initiate a process in which evidence from several sources are considered to determine whether changes to the standards are thought to enhance their quality. That is, standards will be considered with respect to research-based evidence and subject-matter experts' recommendations for best practices. The goals of this process are to validate the standards and assess whether the recommended changes will enhance their quality.

The specific measures used to assess the Board's actions in a given year will depend on which standards are reviewed and the amount of evidence available for the validation process.

OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

Metrics

1) Document specific actions taken by the Board that demonstrate leadership in the area of eliminating the achievement gaps between the majority of the population and students who:
   - are economically disadvantaged;
   - have disabilities;
   - are English language learners;
   - belong to subgroups consistent with the NCLB subgroups, which have historically achieved lower levels of academic performance than the majority of students.

   Examples of such actions include providing direct support to low-performing schools with large populations of historically underperforming subgroups; recommending and supporting new initiatives that provide support to the educational success of these groups; and hosting speakers and attending workshops, forums, and conferences that provide information about demonstrated methods to eliminate the achievement gap.

2) Calculate changes over time in the percent of students in each NCLB subgroup performing at the basic, proficient, and advanced level in mathematics, reading, writing, history and social sciences, and science. Data would be disaggregated in accordance with the subgroups Virginia reports for purposes of NCLB.

3) Calculate changes over time in the percent of students earning diplomas and certificates of completion in each NCLB subgroup. Calculate changes over time for the high school graduation rate.

4) Calculate changes over time in the percent of students who drop out of school in each subgroup.

5) Identify the percent of schools and school divisions in which there is no statistically significant difference between the pass rates on statewide assessments at the proficient and advanced levels; graduation rates between subgroups consistent with NCLB reporting criteria and the statewide pass rate of all students; and observe changes over time.

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

Metrics

1) Document major Board of Education activities that assist chronically low-performing schools become institutions that meet or exceed minimum accountability requirements.

2) Calculate the changes over time in the number and percent of schools that meet school accountability requirements.

3) Calculate changes over time in the number and percent of chronically low-performing schools and school divisions in the Commonwealth.

4) Document Board of Education actions taken to recognize schools moving towards excellence.

5) Calculate changes over time in the number and percentage of schools that meet excellence standards. This measure requires the Board to establish standards of excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Metrics

1) Document major Board of Education activities that support schools' ability to facilitate pre-kindergarten children's success.

2) Calculate changes over time in the percent of students in kindergarten who are considered ready for kindergarten upon entry, based on screening or proficiency assessments provided in kindergarten.[1]

3) Calculate changes over time in the percentage of at-risk children served by the Virginia Preschool Initiative or other preschool programs with known quality standards.

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1 In 2007, the only measure used statewide screens students for their pre-literacy skills. If other measures become available, they should be included in this calculation.

Objective 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

Metrics

1) Document new Board of Education policies that support literacy in all students.

2) Calculate changes over time in student performance on the reading and writing assessments in grades 3 through 8 and the end-of-course English reading and writing assessments.

3) Calculate changes over time for the high school graduation rate.

4) Assess students' preparation for postsecondary education and the workplace as information becomes available.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

Metrics

1) To measure whether the Board's actions enhance the *preparation*, recruitment, retention *and meaningful, ongoing professional development for educational personnel*, the Board will initiate a process in which evidence from several sources are considered to determine whether changes to the standards are thought to enhance their quality. That is, standards will be considered with respect to research-based evidence and subject-matter experts' recommendations for best practices. The goals of this process are to validate the Board's policies and standards and assess whether the recommended changes will enhance their quality.

2) Calculate changes over time in the percent of teachers who are highly qualified, as defined by Virginia's NCLB accountability workbook.

3) Document that school divisions are meeting the SOQ professional development requirements.

4) Calculate annual retention rates for educational personnel in Virginia.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

Metric

1) Document Board of Education policies and practices that demonstrate leadership in and compliance with implementing provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Metrics

1) Document the Board's actions that demonstrate leadership in creating safe and secure environments.

2) Calculate changes over time in quantitative measures of school safety and security. Measures will be developed using Virginia's Web-based reporting system and evidence available from other sources.

Strategies to Implement Objectives: 2007-2012

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

BACKGROUND: The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality (SOQ) for Virginia's school divisions. Revising and updating the SOQ to ensure that the standards are adequate and appropriate for today's schools and students is ongoing.

The SOQ was updated in 2006, effective July 1, 2007; the Standards of Accreditation (SOA) were last revised in 2006. Standards of Learning (SOL) are revised by content area according to an existing schedule. In the planning period ahead, the Board will undertake review of a significant part of its education regulations.

In previous plans, activities related to the Standards of Learning have been included under objective 2, not objective 1. Since this objective addresses all standards, *review and adoption* of the Standards of Learning can reasonably be included under this objective.

Currently, there are no measurements in place that enable the Board to determine whether the "quality standards" are in place that will lead students to excel. As the Board reviews and revises standards, it may wish to identify measures that will provide some benchmarks for evaluating them.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Review and revise the Standards of Quality.	X	X	X	X		X		X
2. Review and revise the Standards of Accreditation.	X	X	X	X	X			
3. Review and revise the Standards of Learning in:								
Computer Technology	X							X
Fine Arts		X						
Foreign Languages			X					

Objective 1 continued: Health, Physical Education, & Driver Ed				X				
History and Social Sciences				X				
Mathematics					X			
English						X		
Science						X		
4. Review the English Proficiency standards and revise as necessary.		X						

Objective 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.

BACKGROUND: The Board of Education's priority for providing challenging academic standards is that they be student-centered, results-oriented, and supportive of local flexibility. This priority also provides the foundation of what the Board wants to achieve: a successful and accountable system of public education for all of Virginia's citizens.

As noted in the previous analysis of objective 1, activities related to review and adoption of the Standards of Learning may be more appropriate under that objective; some activities related to implementation of the Standards of Learning may be appropriate under this objective.

This objective specifically addresses the "achievement gap," the disparity in academic performance between groups of students. The Board has the opportunity to provide leadership to help schools and school divisions eliminate the achievement gap through greater use of disaggregated data, including test results and graduation rates by subgroups. The Board can emphasize the importance of using data throughout the public school system to manage school performance.

The term "achievement gap" addresses a measurable disparity in the academic performance of various groups of students that the Board is committed to addressing. At the same time, the Board wants to ensure that the top performing students continue to increase their academic achievement. Staff recommended replacing "academic success" with "academic achievement" since achievement can be more easily quantified and measured for all students.

STRATEGIES: (see next page)

Action	05	06	07	08	09	10	11	12
1. Support the establishment of data manager/ test coordinator positions to serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.			X	X	X	X	X	X
2. Support professional development and technical assistance for instructional staff, especially in low-performing schools.	X	X	X	X	X	X	X	X
3. Support a focus on civics, international education, technological literacy, and financial literacy to ensure the preparation of all students to be productive citizens.	X	X	X	X	X	X	X	X
4. Adopt policies that promote student preparation for college and work readiness in the 21st century.			X	X	X	X	X	X
5. Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	X	X	X	X	X	X	X	X
6. Support programs and initiatives to expand opportunities that students have to earn a high school diploma.	X	X	X	X	X	X	X	X
7. Establish the requirements for a technical diploma and an advanced technical diploma.			X	X	X			
8. Support opportunities for students to have access to college-level courses in high school, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses.			X	X	X	X	X	X
9. Support strategies for closing the achievement gap between high- and low-performing groups of students.	X	X	X	X	X	X	X	X
10. Promote the identification of industry certification opportunities for CTE teachers and students who lack such credentials.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 2 continued: 11. Seek opportunities for assessing LEP students' English language proficiency and content knowledge in an equitable manner.			X	X	X	X	X	X
12. Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.			X	X	X	X	X	X
13. Review and revise the Regulations Governing Special Education Programs for Children with Disabilities.			X	X	X			
14. Review and revise the Regulations Governing Educational Services for Gifted Students.			X	X	X			
15. Establish policies that promote accountability for graduation and dropout rates for all student subgroups in schools and school divisions.			X	X	X	X	X	X
16. Provide incentives to schools and school divisions that succeed in closing the achievement gap and in improving student achievement.			X	X	X	X	X	X
17. Encourage school divisions to find innovative ways to bring foreign language study for all students, starting at the earliest elementary school level possible.			X	X	X	X	X	X
18. Recognizing divisions offering foreign languages to elementary school students.				X	X	X	X	X

Objective 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

BACKGROUND: A priority of the Board of Education is to support highly effective school accountability and improvement at the local school and at the division level as well. This has been a key area of action by the Board for many years and will continue to be one. There is a great deal of data available to measure the performance of the state's public schools and its students. The Board has a number of ways to support school accountability, including taking the lead in developing solutions for schools and school divisions that are not meeting accountability requirements.

As currently written, the objective focuses on chronically low-performing schools and does not reflect the Board's recognition of high-performing schools. Staff recommends that the objective be rewritten to include recognition of high performing schools. The Board may wish to consider strategies that provide incentives and recognize high-performing schools.

Because this objective somewhat duplicates objective 2, the Board may want to consider clarifying the different foci of these objectives (i.e., objective 2 focuses on students, objective 4 focuses on schools and divisions) through the strategies chosen to implement each objective respectively.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	X	X	X	X	X	X	X	X
2. Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.	X	X	X	X	X	X	X	X
3. Continue to review and approve instructional interventions for implementation in low-performing schools.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 3 continued: 4. Support efforts to establish and maintain a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.	X	X	X	X	X	X	X	X
5. Establish and monitor the memorandum of understanding, or monitor the reconstitution of schools denied accreditation.	X	X	X	X	X	X	X	X
6. Establish and monitor the memorandum of understanding of school divisions in division-level academic review.			X	X	X	X	X	X
7. Establish recognitions and incentives for schools and school divisions that demonstrate significant improvement in student achievement, closing the achievement gap, and addressing overall educational excellence.			X	X	X	X	X	X
8. Recognize Highly Distinguished Title I schools and school divisions.			X	X	X	X	X	X

Objective 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

BACKGROUND: Research shows that from the time of birth to the first day of kindergarten, childhood development proceeds at a pace exceeding that of any subsequent stage of life. Efforts to understand this process have revealed the many remarkable accomplishments of the pre-school years, as well as the serious problems that confront some young children and their families. Striking disparities in what children know and can do are evident well before they enter kindergarten. This objective reflects the commitment of the Board to ensure that all children are adequately prepared for school when they enter it.

Leadership for and oversight of programs for pre-school-age children are predominately out of the purview and authority of the Board of Education. Nonetheless, the Board recognizes that getting pre-school age children ready to enter school is critically important to later success in school, as high quality intervention helps children to succeed. The strong link between a child's early learning environment and later school success is clear; therefore the Board of Education will seek new and effective ways to work cooperatively with other agencies and organizations concerned with the development of children of pre-school age.

Currently, JLARC is conducting a study, due out in January 2008, of the Virginia Pre-school Initiatives. This may be helpful to the Board in evaluating its actions under this objective.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Implement the activities, terms, and conditions of the Board's NASBE grant to promote early childhood learning.		X	X	X				
2. Continue to collaborate with other entities in maintaining and enhancing learning standards for preschool education, preparation programs for preschool teachers, and professional development opportunities for preschool teachers.	X	X	X	X	X	X	X	X
3. Support the Virginia Preschool Initiative, the Title I Preschool Program, the Early Childhood Special Education Program, and the Even Start Family Literacy Program.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 4 continued: 4. Seek ways to cooperate with and encourage the Head Start programs.	X	X	X	X	X	X	X	X
5. Support a coordinated approach to delivering preschool programs in the Commonwealth.			X	X	X	X	X	X
6. Amend teacher licensure regulations to include the preschool add-on endorsement, and to increase the emphasis on preschool competencies for the PreK-3 and PreK-6 teacher licenses.			X					
7. Promote increased participation in and expansion of high quality preschool programs.		X	X	X	X	X	X	X
8. Develop a rubric to assist schools and school divisions in developing or selecting a high quality preschool curriculum.		X	X	X				
9. Collaborate with VCCS and SCHEV to promote consistent standards and a smooth transition to licensure for early childhood educators.				X	X	X	X	X

Objective 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

BACKGROUND: This objective reflects the Board's understanding that certain basic skills (i.e., "literacy") are critical for all children if they are to perform successfully in school. The Board has little ability to directly assist teachers to improve the reading or "literacy" skills of children in Virginia. However, the Board does have the ability to influence policy in areas that affect the teaching and learning of reading, for example, teacher preparation and teacher licensure.

Current activities under this objective are focused on elementary level and adult initiatives. The Board may want to consider additional or revised activities that relate to all of the educational levels for which it is responsible.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Implement the requirement for the reading assessment for initial licensure for elementary teachers, specified special education teachers, and reading specialists.	X	X	X	X	X	X	X	X
2. Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	X	X	X	X	X	X	X	X
3. Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	X	X	X	X	X	X	X	X
4. Support programs to promote improved adolescent reading in all content areas.			X	X	X	X	X	X
5. Host an adolescent literacy policy summit for educators, business leaders, legislators, and other stakeholders to raise awareness about the need for improved literacy achievement.			X					
6. Continue to establish and enhance policies in the SOQ and SOA to promote literacy.			X	X	X	X	X	X
7. Support initiatives that provide additional information to parents and teachers to help them identify areas of reading strength among students and target assistance to students in areas of greatest weakness.			X	X	X	X	X	X

Objective 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

BACKGROUND: In developing this objective, the Board of Education believed it could play an important role in coordinating and exploring effective strategies for ensuring quality and results, chiefly through efforts in principal training and professional development.

The direct influence that the Board can have on the recruitment, retention, and development of teachers is limited. In previous plans, activities that the Board has undertaken/approved under this objective have primarily focused on teachers and have not extended to school administrators, even though effective school leadership is an essential component of successful schools.

Opportunities are available to the Board for supporting professional development for educators, particularly at the leadership level within the schools. For example, the Board can develop partnerships with professional organizations that do provide ongoing training and development opportunities for their members, it can align its efforts with what is currently required of local school divisions, it can evaluate license renewal policy, and identify and disseminate national "best practices" for recruiting and retaining teachers. The Board may also want to consider partnering with teacher education schools to teach their students how to use data at the teacher and administrator levels.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	X	X	X	X	X	X	X	X
2. Promote increasing the pool of teachers entering the profession by supporting strategies such as the career switcher program, the Teaching Scholarship Loan Program, and Teacher Cadet programs, to teach in general and critical shortage areas.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 6 continued: 3. Supporting incentives for National Board Certification that are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, and encouraging teachers from these schools to pursue National Board Certification.	X	X	X	X	X	X	X	X
4. Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.	X	X	X	X	X	X	X	X
5. Support executive education opportunities to assist established school administrators in providing skilled leadership in chronically low-performing schools.	X	X	X	X	X	X	X	X
6. Support the implementation of recommendations for the preparation of school leaders in conjunction with the Commonwealth Educational Roundtable.	X	X	X	X	X	X	X	X
7. Establish requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers under NCLB and IDEA.	X	X	X	X	X	X	X	X
8. Adopt revisions to regulations governing preparation and licensure requirements for school personnel.	X	X	X					
9. Support professional development and technical assistance for educational personnel, working with professional education associations and teacher educators.	X	X	X	X	X	X	X	X
10. Support, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	X	X	X	X	X	X	X	X

Objective 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

BACKGROUND: This is a critical function of the Board. Although the Board currently has no way to measure if regulations are put in place "smoothly and with minimal disruption to local divisions," the Board can consider processes that it can set up to help it evaluate the impact of specific regulations on local school divisions. Any such evaluation, however, will need to balance the benefit (quality education) of regulations with the cost (disruption to local school divisions).

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	X	X	X	X	X	X	X	X
2. Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	X	X	X	X	X	X	X	X
3. Support Virginia's participation in NAEP program in reading and math for 4th and 8th grades.	X	X	X	X	X	X	X	X
4. Support programs of technical assistance for schools identified as in the first and second year of school improvement.	X	X	X	X	X	X	X	X
5. Support procedures and disseminate via Web site notice to parents and the public of any pending corrective actions.	X	X	X	X	X	X	X	X
6. Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
Objective 7 continued: 7. Continue to assist school divisions in implementing charter schools and other public school choice options.	X	X	X	X	X	X	X	X
8. Develop and submit the state plan for the Carl D. Perkins Act.	X		X	X				
9. Receive reports on the Workforce Investment Act, as necessary.	X	X	X	X	X	X	X	X
10. Revise Regulations Governing Special Education Programs for Children with Disabilities to comply with new federal IDEA requirements.	X	X	X	X				
11. Carry out provisions of the 2007 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.	X		X	X	X	X	X	X
12. Review and revise annually Virginia's Consolidated State Application Accountability Workbook under NCLB.	X	X	X	X	X	X	X	X
13. Monitor the reauthorization of NCLB and take appropriate action as needed.	X	X	X	X	X	X	X	X

Objective 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

BACKGROUND: Everyone wants safe schools in which students, teachers and support staff can concentrate on learning and not have to worry about crime and violence. The Virginia Board of Education supports programs and policies for school-wide and division-wide safety and prevention plans that consistently address the needs of all students and encourage a safe and healthy learning environment. The Board is committed to policies that provide a positive learning environment for all children and teachers. Through partnerships, resources, data collection, and evaluation, the Board of Education can do much to address the needs of children as well as those who are providing services that protect our children.

STRATEGIES:

Action	05	06	07	08	09	10	11	12
1. Promote annual, and ongoing, staff training that address the health/safety needs of students and staff.	X	X	X	X	X	X	X	X
2. Build a foundation to work towards the goal of establishing a coordinated school health program.	X	X	X	X	X	X	X	X
3. Encourage school divisions to find innovative ways to keep students with behavioral challenges in school.	X	X	X	X	X	X	X	X
4. Support professional development and technical assistance in classroom management for instructional staff.	X	X	X	X	X	X	X	X
5. Develop and support programs and initiatives that emphasize prevention and creation of a positive school climate.	X	X	X	X	X	X	X	X
6. Provide incentives and rewards to schools that maintain low rates of, or reduce, disciplinary incidents, suspensions and expulsions, and threats to school safety.	X	X	X	X	X	X	X	X
7. Provide technical assistance for conducting threat assessments.	X	X	X	X	X	X	X	X
8. Promote the establishment of student assistance programs to provide comprehensive services to address the needs of students.	X	X	X	X	X	X	X	X
9. Collect and analyze discipline data and support the use of the Prevention through Information data system and programs.	X	X	X	X	X	X	X	X
10. Provide annual training to school divisions on discipline-related data collection to ensure accurate and consistent data collection, analysis, and statewide reporting.	X	X	X	X	X	X	X	X
11. Support opportunities for students with behavioral challenges to have access to high quality alternative programs in lieu of suspension or expulsion.	X	X	X	X	X	X	X	X

Assessment of Progress in Achieving Objectives

High achieving schools have much in common: challenging expectations for all students; clear, measurable goals; a consistent curriculum; and a staff that pores over data to see where teachers and students can improve. Such schools have teachers who are not only willing to push students but also come armed with up-to-date textbooks and other helpful resources.

With these imperatives in mind two years ago, the Board of Education set long-term objectives in its comprehensive plan of action for the years 2005 through 2010. Progress has been made to meet each of the eight objectives that were set forth in that plan.

An assessment of the Board's progress to date in meeting the 2005-2010 objectives is contained in Appendix A.

The gratifying student achievement and progress seen so far should not obscure the challenges that remain. More details about the various objective measures used to gauge student progress may be found in the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia, which is submitted annually in late November to the Governor, the General Assembly, and members of the public. For the latest report, see http://www.doe.virginia.gov/VDOE/VA_Board/home.shtml

Enrollment Projections for Virginia's Schools

The period covered by the comprehensive plan will be a time of great demographic change for Virginia as a whole, and especially for Virginia's public education system. The 2000 U.S. Census data show that Virginia was the 16th fastest growing state, with a population increase from 6.2 to 7.1 million in the 1990s. During that time period, over two-thirds of Virginia's population growth came from minority residents.

Dr. Michael Spar, research associate for the Demographics and Workforce Section of the Weldon Cooper Center at the University of Virginia, reported the following in the 2007 study, *Virginia School Enrollment Trends, 2007-2011*:

> Virginia's public elementary and secondary school membership soared to a new record in September 2006 when 1,200,407 students enrolled. Student enrollment was 6,239 more than the year before. But enrollment for the 2007-08 school year is forecast to be even higher, at 1,204,631 students. The newest projections from the Demographics and Workforce section of UVA's Weldon Cooper Center for Public Service show enrollment growing each year over the next five years, peaking at 1,232,264 students in 2011-2012, the last projection year. The total number of students attending public school in the Commonwealth will increase by nearly 32,000 between fall 2006 and 2011.

Digging deeper, the Weldon Cooper Center's research finds that the growth is centered in certain areas, while other areas are expected to shrink in enrollment. The variance in enrollment growth will have significant impact—a rippling effect on funding, school construction, school closings, consolidation of programs, the teaching workforce, and economic viability of localities. The report shows the following variance in the growth and reduction of enrollments across the state:

> Although enrollment is increasing statewide, only 63 of the state's 132 school divisions will enroll more students in five years. Divisions with the largest increases are located in, or adjacent to, the state's three major metropolitan areas, and include Loudoun (+21,197), Prince William (+15,984), Chesterfield (+3,727), Henrico (+3,394), Frederick (+1,981), Suffolk (+1,928), Spotsylvania (+1,781), Culpeper (+1,756), Stafford (+1,585), and Williamsburg-James City (+1,355). . . . Six school divisions projected to lose over 1,000 students in the next five years include Newport News (-1,044), Portsmouth (-1,249), Hampton (-1,612), Richmond (-2,132), Norfolk (-2,369), and Virginia Beach (-3,804).

The Weldon Cooper's report concludes by stating:

> Expenditures for education consume the largest share of most localities' budgets throughout Virginia. Changes in school-age population and school enrollment can, in the case of significant increases, place additional demands on teaching and administrative staffs, require new hiring, burden existing school facilities that may result in new school construction, and increase school transportation expenses. Additionally, the large increases forecast in grades K–5 will gradually move through the educational pipeline, placing demands on the upper grades in the next decade. Conversely, declines in the school-age population not only impact employment for school personnel, but may also reflect underlying demographic trends in a community suggesting impending shortages of available workers.

The full text of the Weldon Cooper school enrollment trends study may be viewed at: http://www.coopercenter.org/demographics/sitefiles/documents/pdfs/schoolforecasts/2007-enrollment_report.pdf

Important Demographic Trends for Virginia's Schools

The challenges for our public schools become more acute in light of Virginia's changing demographics, which show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged) are increasingly making up a larger proportion of the overall population. These students often require additional labor-intensive and cost-intensive services in order to be successful in school. Important demographic trends include the following that have powerful implications for our public school system.

Growth in the enrollment of Limited English Proficient (LEP) students:

- In Virginia, the Limited English Proficient population has doubled in just the past five years, and this trend is expected to continue. In 1994, Virginia's public schools enrolled a total of 20,000 LEP students. In 2006, that number had increased to 78,216.

- The latest data (2006-2007) show that more than 90 percent of Virginia's school divisions now have Limited English Proficient (LEP) students enrolled. While more than two-thirds of Virginia's LEP students are enrolled in a division in the northern Virginia region, pockets of sizable concentrations of LEP students dot many areas of the state.

- For 2006-2007, some divisions report the LEP students represent as much as 31 percent (Arlington) to 40 percent (Harrisonburg) of the total student population. Manassas City and Manassas Park have 34 percent and 36 percent, respectively.

Diversity of economic and educational opportunity factors:

- For the 2006-2007 school year, slightly more than one-third (33.5 percent) of the students in Virginia's public schools were eligible for free and reduced-price lunch. The percent varies widely across the school divisions, from a high of more than 75 percent to a low of 9 percent.

- Based on the latest census data (2000), more than 700,000 adults in Virginia are without high school credentials. Virginia has the 21st highest percentage of adults, 18.5 percent, without high school diplomas among the 50 states.

- On the other side of the economic spectrum, Virginia has the highest percentage of the workforce in science and engineering occupations of the 50 states. The relatively high percentage reflects Virginia's large knowledge-intensive sector.

- Clearly, this is a case of the educational haves and have-nots with profound implications for the economic well-being of our citizens and the state as a whole. The public schools have a huge role in providing the education necessary for equal opportunities for economic success.

Teacher preparation and teacher shortages:

- A perfect storm is brewing: the student population is going up while Virginia's ability to attract and hire teachers is going down.

- Data from Virginia's 2001-2002 teacher supply and demand survey concur with national projections: significant and growing shortages throughout the country, particularly in the endorsement areas of science, mathematics, foreign languages, and special education.

- Finding and retaining minority teachers continues to be a significant challenge statewide.

- The same teacher shortage areas show up year after year in the Virginia Department of Education's annual surveys, showing the persistent problem for staffing our public schools.

Additional Planning Documents

As noted in the above, the *Code of Virginia* requires the Board of Education to include in its comprehensive plan an assessment of the needs of public education and a plan to integrate educational technology into the Standards of Learning and the curricula, including career and technical education programs. Pursuant to that requirement, the Board of Education has adopted three documents in addition to its comprehensive plan: (1) the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia; (2) the Six-Year Plan for

Technology; and (3) the state plan for career and technical education. When viewed with the comprehensive plan contained herein, the documents provide a comprehensive view of the Board's priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

The Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia may be viewed at http://www.pen.k12.va.us/VDOE/VA_Board/home.shtml and the Six-Year Plan for Technology may be viewed at http://www.pen.k12.va.us/VDOE/Technology/OET/resources.shtml#etp. Information about Virginia's career and technical programs may be viewed at http://www.pen.k12.va.us/VDOE/Instruction/CTE/.

As required by the federal Carl D. Perkins Act, the Board of Education will review and revise the State Plan for Career and Technical Education during the 2007 and 2008 calendar years.

Key Policy Documents for Implementing Objectives

Of particular note, the Board of Education's priorities for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: www.doe.virginia.gov. The *No Child Left Behind Act of 2001* also contains performance expectations for the state and for the school divisions and the individual schools within the divisions.

Appendix A:

Actions and Accomplishments to Meet Board of Education Objectives: 2005-2007

Section 22.1-253.13:6 of the *Code of Virginia* requires that the Board of Education's comprehensive plan contain "an assessment of the extent to which objectives are being achieved."

The following tables contain an outline of the activities and strategies that were set forth in 2005 by the Board of Education as its plan to meet objectives contained in the comprehensive plan for 2005-2010.

The tables show activities and strategies that are substantially underway or that have been completed between 2005 and September 2007. Also listed on the table are the various actions taken to accomplish each activity/strategy.

The check-mark (✓) for each activity/strategy indicates that the activity or strategy is either substantially underway or completed as of September 2007. As may be seen in the following tables, the Board of Education is on schedule to accomplish its objectives that it set in 2005.

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Strategies/Activities	Complete/ In Process	Actions: 2005 to date
Review and revise the Standards of Quality: 2005, 2006, and 2008	✓	Reviewed the Standards of Quality and initiated discussion on possible areas for revision: April 2006 planning session Held 10 hearings across Virginia to receive public comments: 9/2006; Adopted revisions to the Standards of Quality and forwarded prescribed amendments to the 2007 General Assembly: 11/29/2006 Board's SOQ Committee examined current school safety initiatives and reviewed and discussed proposed amendments to the SOQ, which were subsequently adopted by the full Board.
Review and revise the Standards of Accreditation	✓	Expanded list of industry, professional or trade association examinations and occupational competency assessments to meet requirements of SOA (CTE/Advanced Mathematics Seal and student-selected verified credit): 2/23/2005; 11/29/2006 Reviewed/approved requests for waivers of provisions of the SOA: 2/23/2005 Reviewed and amended the SOA, effective September 2006; Initiated regulatory review process to revise certain sections of the SOA: 2/28/2007; proposed regulations anticipated for first review in the Fall 2007 to be final in 2008 Held forums on the proposed technical diplomas and proposed provisions for graduation rate formula in the SOA: 7/24/2007; 9/25/2007 Approved special provisions of SOA related to the use of test scores in calculating accreditation ratings for 2005-2006: 7/2005 Approved special provisions of SOA related to the use of test scores in calculating accreditation ratings for 2005-2006: 7/2005 Approved requests from local school boards for increased graduation requirements: 4/20/2005; 6/28/2006; 7/25/2007, 9/26/2007 Revised and updated the Guidance Document Governing Certain Provisions of the SOA: 9/27/2006 Approved an appeals process for instructional interventions to satisfy provisions of the SOA: 6/28/2007 Reviewed/Approved requests for Conditionally Accredited Rating from local divisions: 10/25/2006; 9/26/2007 Reviewed and adopted additions to the Board-approved list of instructional models/programs that include instructional methods to satisfy provisions for the SOA: quarterly Approved requests for Conditional Accreditation rating: 9/27/2007

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Review and revise the Standards of Learning: -Computer/Tech: 2005 -Fine Arts: 2006 -Foreign Language: 2007 -Health, Physical Educ, and Driver Educ: 2008 -History and Social Sciences: 2008 -Mathematics: 2009 -English: 2010 -Science: 2010	✓	Adopted revised Standards of Learning in the following subjects: • Computer Technology for Grades K-12: 6/25/2005 • Fine Arts: 4/26/2006 • Foreign Language: 2/28/2007 • English Language Proficiency: final adoption scheduled for fall 2007 Established objectives for Economics and Financial Literacy: 4/26/2006 Initiated revision of Health, Physical Education, and Driver Education: completion date is scheduled for early 2008 Initiated revision of History and Social Science SOL: completion date is scheduled for early 2008 Adopted SOL for new, optional high school mathematics course: 6/28/2007
Support professional development and technical assistance for instructional staff, especially in low-performing schools.	✓	Adopted list of approved textbook and instructional materials for mathematics, English and literature, and foreign language: 1/12/205
Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.	✓	Established objectives for Economics and Financial Literacy for middle and high school students: 4/26/2006 Participated as a member of the NASBE task force on civics education and Virginia's Commission on Civics Education: 2006
Review the English Proficiency Standards and revise as necessary.	✓	Revised SOL for English Language Proficiency: final adoption scheduled for mid-2007 Approved locally developed and/or selected English Language Proficiency assessments for LEP: 10/26/2005 Adopted the English Language Proficiency Assessment to be Administered in 2008-2009 9/27/2007
Support programs and initiatives to expand opportunities for students to earn a high school diploma.	✓	Approved adjustments to cut scores for reading subtest of Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning Grade 3 English test and the grades 5 and 8 Standards of Learning Reading tests: 5/25/2005 Set or reviewed cut scores for the following: • SOL End-of-course English: Reading and Algebra II tests: 11/30/2005 • SOL Mathematics and Reading tests in grades 3 through 8: 5/24/2006 • SOL Writing tests for grades 5 and 8: 5/25/2006 • Virginia Alternate Assessment Program: 7/26/2006; 6/28/2007

		Objective 2 continued: • Literacy and numeracy assessments required for Modified Standard Diploma: 7/26/2006 • Mathematics and reading for Virginia Grade Level Alternative (VGLA): 11/29/2006 • ACT: Plan, the TABE Algebra/Geometry test and the Cambridge International Examination when used as substitute tests: 4/26/2006 • SAT I Writing test when used as a substitute test for the SOL end-of-course English: Writing test: 2/28/2007 Approved the establishment of the Mountain Vista Governor's School: 1/11/2006 Approved a new graduation rate formula: 11/29/2006 Initiated a revision of the Regulations Governing Educational Services for Gifted Students: 6/28/2007 Board's Literacy Committee received detailed briefing on the proposed English Language Proficiency Standards, the Limited English Proficiency (LEP) Research Study, and members participated in meetings with USED regarding LEP assessments; sponsored panel discussions on successful practices, interventions, and literacy approaches at middle and high schools.
Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.	✓	Set cut scores for Literacy and numeracy assessments required for Modified Standard Diploma: 7/26/2006
Establish policies regarding the revised Virginia Alternate Assessment Program.	✓	Set cut scores for Virginia Alternate Assessment Program: 7/26/2006
Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	✓	Set cut scores for mathematics and reading for Virginia Grade Level Alternative (VGLA): 11/29/2006

Objective 3: The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.	✓	Adopted criteria for implementing experiential learning credits for alternate route applicants seeking initial licensure: 9/21/2005 Established designations on licenses to reflect stages in the professional development of teachers and promoted continuing growth and career paths as educators: 3/29/2007
Promote the identification of industry certifications opportunities for all teachers who lack such credentials.	✓	Expanded list of industry, professional or trade association examinations and occupational competency assessments to meet requirements of SOA (CTE/Advanced Mathematics Seal and student-selected verified credit): 2/23/2005; 11/29/2006
Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	✓	Revised requirements for renewing a license. • Renewal activities must be based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development. • Definitions of the renewal options have been incorporated in the regulations. Board's Literacy Committee sponsored the statewide Literacy Policy Summit for key policymakers in local divisions: Closing the Achievement Gap: A Focus on Adolescent Literacy: 5/1/2007

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	✓	Examined findings of the school-level academic review process: 7/27/2005 Promulgated regulations for conducting division-level academic reviews: 10/25/2006 Reviewed and modified the school-level academic review process: 9/21/2005 Board's Committee on School and Division Accountability advised the Board on findings: review process for alternative accreditation plans for special purpose schools, reviewed the SOA guidance document; requests for the accreditation rating of Conditionally Accredited; and the Memorandum of Understanding framework.
Adopt strategies for closing the achievement gap between high- and low-performing groups of students.	✓	Adopted report on regional alternative education programs: annually Adopted the Incentive Program to encourage and recognize school performance and competence to excellence: 7/25/2007
Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.	✓	Met with Petersburg City school officials to examine and discuss status of the Memorandum of Understanding (MOU): 10/25/2007; 11/29/2006; 2/27/2007; 5/30/2007; 7/24/2007 Examined the progress of Sussex County schools in meeting the MOU goals agreed to by the respective boards: 10/25/2007; 11/29/2006; 2/27/2007; 5/30/2007; 7/24/2007 Released Lee County (11/29/2006) and Richmond City (2/28/2007) from the division-level academic review process Board's Literacy Committee received detailed briefings on the proposed English Language Proficiency Standards, the Limited English Proficiency (LEP) Research Study, and members participated in meetings with USED regarding LEP assessments; sponsored panel discussions on successful practices, interventions, and literacy approaches at middle and high schools.
Continue to review and approve instructional methods and/or models for implementation in low-performing schools.	✓	Adopted report on state-funded remedial programs: annually Added qualified providers or deleted providers no longer qualified on at least a quarterly basis. Added qualified instructional methods and deleted those no longer qualified: quarterly.
Address measures to be taken in schools whose accreditation is denied.	✓	Approved alternative accreditation plans for schools in Chesterfield, Hampton, Henrico, and Richmond City: 11/30/2005; extended approval for Hampton and Henrico: 9/27/2006;

		Objective 4 continued: Approved additional request from Richmond City (Richmond Alternative School): 5/30/2007 Approved withholding accreditation rating of Nandua High School and Oak Grove Elementary for test security violations: 9/21/2005
Support programs that assist schools and students meet performance expectations.	✓	Revised the Remediation Recovery Guidelines: 10/26/2005 Clarified pass rates required for the new reading and mathematics tests in grades 4, 6, and 7 for the 2006-2007 accreditation ratings: 2/15/2006 Adopted an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence (VIP) 7/25/2007

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.	✓	Received and implemented a grant from the National Association of State Boards of Education (NASBE) for Early Childhood Education: 6/2006- present Adopted approved program regulations that established an add-on endorsement for Early Childhood for Three- and Four-Year-Olds: 3/29/2007
Continue to cooperate with other entities involved in developing and implementing *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.	✓	Supported Department of Education staff on the following preschool standards: • Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics: 1/12/2005 • Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development: 10/26/2005 • Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development: 2/28/2007 • Preschool Curriculum Review Rubric and Planning Tool: 7/25/2007
Support the Virginia Preschool Initiative.	✓	Participated as a member of NASBE's national study group on creating high quality early learning environments Board's Quality Preschool Program Committee examined the Virginia Preschool Initiative, the Virginia Preschool Initiative Start-Up and Expansion Grants, and discussed the Early Childhood Alignment Project: 9/26/2006 NASBE grant committee members observed Virginia Preschool Initiative classrooms in Arlington: 2/2007
Support the Title I Preschool programs and Early Childhood Special Education Program.	✓	Participated in meetings and activities of the Governor's Start Strong Council Quality Preschool Committee received briefing and discussed Title I preschool programs and Early Childhood Special Education and technical assistance: 2006
Support the Even Start Family Literacy Program.	✓	Participated in meetings and activities of the Governor's Start Strong Council: on-going Board's committee participated in the Alignment Project for Virginia; discussed Benchmarks for Smart Beginnings, early learning program standards, and professional competencies for Smart Beginnings: on-going
Seek ways to cooperate with and encourage the Head Start programs.	✓	Participated in meetings and activities of the Governor's Start Strong Council: on-going

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.	✓	Set cut score for the Virginia Reading Assessment test: 7/27/2005
Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	✓	Sponsored the Literacy Summit attended by local division policymakers across Virginia: 5/1/2007
Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	✓	Board adopted approved program regulations including professional studies for the following competency areas: • Human growth and development; • Curriculum and instructional procedures; • Foundations of Education; and • Reading. 3/29/2007 Established revised professional studies requirements for licensure to include six semester hours in reading: 3/29/2007

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of "hard to staff" schools.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	✓	Developed and adopted policies to be implemented in the Virginia Approved Programs for the Virginia Communications and Literacy Assessment, 11/30/2005 Examined and revised Praxis I cut scores as recommended by ABTEL: 2/23/2005 Set cut scores for the Virginia Communication and Literacy Assessment: 3/22/2006 Acted on recommendations of the Board's special committee on teacher licensure assessments and revised licensure regulations: 2005 Approved Continuing Program Status or Approval with Stipulations for several college and university teacher training programs: ongoing
Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.	✓	Supported Competitive School Division Grants for Leadership Development Preparation Programs: awarded by the Department of Education for fiscal years 2004-2005 and 2005-2006
Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.	✓	Established and set cut score for the school leaders licensure assessment; 2005 Established new licensure regulations including two levels for the administration and supervision prek-12 endorsement. Level I is required to serve as a building-level administrator or central office supervisor, and Level II is an optional endorsement to which an experienced building-level administrator may aspire: 3/29/2007 Established via licensure regulations four options to become eligible for the administration and supervision endorsement: 3/29/2007

Objective 7 continued: Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.	✓	Department of Education utilized the Board-approved guidelines for awarding National Teacher Certification grant funding; ongoing Established in licensure regulations designations that will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators; new provisions recognize National Certified Teachers as eligible for Teacher as Leader designation; other provisions in new regulations recognize the National Board Certified teacher in the credentialing process: 3/29/2007
Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.	✓	Reviewed and aligned "Highly Qualified" policies to requirements for special education teachers under IDEA: 4/20/2005
Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.	✓	Reviewed and aligned "Highly Qualified" policies to requirements for special education teachers under IDEA: 4/20/2005
Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.	✓	Adopted a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) cultural exchange teachers: 3/29/2007
Adopt revisions to regulations governing preparation and licensure requirements for school personnel.	✓	Adopted new provisions for the Regulations Governing the Review and Approval of Education Programs in Virginia: 2005, 2006, Final on 3/29/2007 Adopted new provisions for the Regulations Governing the Licensure of School Personnel: 2005, 2006, Final on 3/29/2007
Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the Commonwealth.	✓	Adopted transitional state plan for career and technical education; final plan will be developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors: 3/29/2007 Participated in Southern Regional Education Board (SREB) High Schools That Work conference: 2006

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	✓	Adopted amendments to Virginia's Consolidated State Application Accountability Plan under NCLB: 2005, 3/22/2006; 10/25/2006; 1/10/2007 Received status reports on the requests for waivers and amendments under NCLB: 4/20/2005; 5/25/2005; 6/22/2005; 5/24/2006; 6/28/2006 Requested additional flexibility in the inclusion of the performance of students with disabilities in the calculation of Adequately Yearly Progress: 5/25/2005 Adopted a response to the NCLB compliance monitoring report on highly qualified teachers: 9/27/2006 Adopted a plan to identify provisions of NCLB that are not integral or necessary to Virginia's statewide educational program and the waiver and exemption requests made by the Board: 9/27/2006
Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	✓	Annual School Report Card reported on Web site; ongoing briefings with Board committees as requested: ongoing Adopted 2006 Annual Report on the Condition and Needs of Public Schools in Virginia: 11/29/2006 Initiated process for updating the Comprehensive Plan for 2007-2012: 3/29/2007
Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.	✓	Tests administered in 2006-07 for the first time, as required by NCLB, in grades 4, 6, and 7.
Support Virginia's participation in NAEP program in reading and math for 4th and 8th grades.	✓	Virginia is participating in the NAEP assessments on an ongoing basis each year and results are reported to the public when available.
Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.	✓	Advocated for student-centered assessments of LEP students during multiple meetings and correspondence with USED officials and congressional delegation: ongoing

Objective 8 continued Support programs of technical assistance for schools identified as in the first and second year of school improvement.	✓	Promulgated regulations for conducting division-level academic reviews: 10/25/2006 Reviewed and modified the school-level academic review process: 9/21/2005
Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.	✓	Updated School Report Card published by the Department of Education on the Web site: 9/2006
Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	✓	Reviewed and adopted additions and deletions to the Board-approved list of Supplemental Educational Services Providers under NCLB: quarterly Examined a report on the implementation of the Supplemental Educational Services requirement under NCLB: 2/28/2007 Adopted an appeals process for Supplemental Educational Services providers: 6/28/2007
Continue to assist school divisions in implementing charter schools and other public school choice options.	✓	Reviewed annual status report on public charter schools in Virginia: annually
Review and update the state plan for the Carl D. Perkins Act.	✓	Received a report from the Virginia Advisory Committee for Career and Technical Education: annually Adopted the 2007-2008 transitional state plan for the Carl D. Perkins Career and Technical Education Act of 2006: 3/29/2007
Receive reports on the Workforce Investment Act programs, as necessary.	✓	Received a report from the Virginia Advisory Committee for Career and Technical Education: annually Received 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
Include industry certification requirements in the teacher licensure regulations.	✓	Established provisions in new teacher licensure regulations requiring industry certification based upon the prescribed standard or examination, if applicable, for endorsement: 3/29/2007
Revise *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* to comply with new federal requirements under the Individuals with Disabilities Education Act as amended in 2004.	✓	Regulatory revision process initiated: 10/25/2006; proposed regulations reviewed and approved to move to the next step of the regulatory process and public comment 9/26/2007

Objective 8 continued: Carry out provisions of the 2005 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.	✓	Received updates and briefings on the status of the Virginia Schools for the Deaf and Blind at Hampton and Staunton: 4/20/2005 Conducted the business of the Virginia Schools for the Deaf and Blind Foundation: annually Reviewed proposals submitted under the Public-Private Education Facilities and Infrastructure Act (PPEA) for the consolidation of the Virginia Schools for the Deaf and Blind: 7/27/2005 Toured both campuses and held public hearings: 8/2005 Reviewed options prepared by Trammell Crow under the PPEA related to the consolidation of the Virginia Schools for the Deaf and Blind: 9/21/2005 Authorized the Virginia Department of General Services to proceed with the design work to consolidate the Virginia Schools for the Deaf and Blind: 9/27/2006 Enter into a conventional design contract and a construction manager at risk contract with assistance from the Department of General Services: 5/30/2007

Board of Education Agenda Item

Item: J. **Date:** April 22, 2010

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address**: Kent.Dickey@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:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

In accordance with the provisions of the *Code of Virginia*, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short-/long-term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of December 31, 2009. The information presented in this report reflects the commitments against the Literary Fund as of December 31, 2009.

Attachment B reflects the currently active projects funded through the Literary Fund as of December 31, 2009.

Attachment C represents the projects that have closed and for which full payment from the Literary Fund has been made since the last Board meeting.

There are no further agenda items related to the Literary Fund. Agenda A is the only item where changes occurred for this period.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of December 31, 2009.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with the cash balance reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

Attachment A

STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of December 31, 2009)

Line Reference		December 31, 2009	September 30, 2009	Increase/(Decrease)
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	97,272,321	80,954,346	16,317,975
2.	Temporary loans received from local school boards (secured by promissory notes)	7,500,000	7,500,000	0
3.	Long-term loans in custody of Virginia Public School Authority (VPSA)	300,876,814	299,922,055	954,759
4.	Total Principal of Literary Fund	**405,649,135**	**388,376,401**	17,272,734
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
5.	Balance due on active projects (Attachment B)	4,607,621	14,790,643	(10,183,022)
6.	Debt service on VPSA equipment notes[1]	64,488,034	65,404,119	(916,085)
7.	Interest rate subsidy[2]	0	0	0
8.	Trigon Reserve	5,657,429	5,657,429	0
9.	Transfer for Teacher Retirement[3]	195,000,000	122,979,935	72,020,065
10.	Required Carry Forward Balance	63,624,638	63,624,638	0
11.	Total of Literary Fund Commitments	**333,377,721**	**272,456,763**	60,920,958
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
12.	Cash and investments maintained by State Treasurer (Line 1)	97,272,321	80,954,346	
13.	Less commitments against Literary Fund Revenues (Line 11)	(333,377,721)	(272,456,763)	
14.	**Balance Available to Fund New Projects Currently on Waiting List or (Additional Funds Needed to Meet Commitments)**	**(236,105,401)**	**(191,502,418)**	

NOTES:

[1]Chapter 781 requires $65,404,119 to be set aside for debt service on VPSA equipment notes in fiscal year 2010. [Fiscal year-to-date payments of $916,085 reflected in line 6.)

[2]Chapter 781 does not authorize an interest rate subsidy program in fiscal year 2010.

[3]Final fiscal year 2010 budget, adopted by the General Assembly on March 14, 2010, and pending signature of Governor, requires $195,000,000 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2010.

April, 2010

Attachment B

ACTIVE LITERARY FUND PROJECTS (as of December 31, 2009)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
	No Projects						
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(1,097,125)	234,102	82.41%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	(227,676)	414,063	35.48%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	(6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	-	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	-	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	-	149,896	0.00%
11255	Roanoke City	William Fleming High School	2008 Subsidy	1,006,140	-	1,006,140	0.00%
11273	Town of West Point	West Point Middle School	2008 Subsidy	41,984	-	41,984	0.00%
11270	Rockingham County	New Elementary School in Elkton	2008 Subsidy	999,640	(726,705)	272,935	72.70%
11293	Tazewell County	Richlands Elementary School	2008 Subsidy	446,045	-	446,045	0.00%
11294	Tazewell County	Tazewell Elementary School	2008 Subsidy	483,392	-	483,392	0.00%
11295	Tazewell County	Springville Elementary School	2008 Subsidy	243,178	-	243,178	0.00%
11296	Tazewell County	North Tazewell Elementary School	2008 Subsidy	324,368	-	324,368	0.00%
11297	Tazewell County	Cedar Bluff Elementary School	2008 Subsidy	327,724	-	327,724	0.00%
				$ 6,945,473	**$ (2,337,852)**	**$ 4,607,621**	

April, 2010

Attachment C

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED (as of December 31, 2009)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
Literary Loans								
11254	Southampton County	Riverdale Elementary	January, 2008	7,500,000	(7,500,000)	-	-	100.00%
				$ 7,500,000	**$ (7,500,000)**	**$ -**	-	
Subsidy Grants								
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227	(1,331,227)	-	-	100.00%
11262	Wise County	Coeburn Middle School	2008 Subsidy	631,973	(631,973)	-	-	100.00%
11263	Wise County	Powell Valley Primary School	2008 Subsidy	726,322	(726,322)	-	-	100.00%
				$ 10,189,522	**$ (10,189,522)**	**$ -**	-	

Board of Education Agenda Item

Item: K. **Date:** April 21-22, 2010

Topic: First Review of the Proposed Revisions to the *Regulations Governing Career and Technical Education (8VAC 20-120-10 et seq.)*

Presenter: Mr. Lan Neugent, Assistant Superintendent for Technology and Career Education

Telephone Number: 225-2757 **E-Mail Address:** Lan.Neugent@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 ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

____ No previous board review/action

__X__ Previous review/action
date November 17, 2009
action Approval of the Notice of Intended Regulatory Action (NOIRA)

Background Information:

Changes in both federal and state laws pertaining to career and technical education have made it necessary to revise the *Virginia Regulations Governing Career and Technical Education.* The regulations have been examined in their entirety, including the requirements for general provisions, administration of career and technical education programs, and operation of career and technical education programs.

The goals of this review are to: (i) update the regulations to comply with new state and federal laws, such as an identification and clarification of the U.S. Department of Education's approved Virginia requirements for meeting the performance standards of the Perkins Act of 2006; (ii) update definitions for consistency with other state and federal regulations dealing with similar issues such as a clarification of definition of terms impacted by the Perkins Act reauthorization of 2006, such as "career cluster," "career pathways," and "performance measures" and other terms impacted by the Perkins Act reauthorization of 2006; and (iii) eliminate any duplication of regulations.

The proposed regulations are the result of reviews (January through March 2010) from the following stakeholders: Local administrators representing each of the eight superintendents' regions; a representative from the Virginia Department of Corrections; a representative from the Virginia Department of Education (VDOE), Special Education Division; the administrative coordinator of the CTE Resource Center; all members of the Virginia CTE Advisory Committee; and all members of the VDOE Office of Career and Technical Education. These stakeholders indicated these revised regulations to be the least burdensome and intrusive process for achieving the essential purposes of the regulations' review process.

Summary of Major Elements

The Carl D. Perkins Career and Technical Education Act of 2006 has expanded to include student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry–recognized standards. Virginia has identified a combination of student competency achievement (existing requirement) with attainment of an industry credential as approved by the Virginia Board of Education. State and federal funds are available to assist school divisions in meeting this requirement. Another substantive addition is the infusion of Career Clusters and Pathways into CTE instructional programs and the use of Program/Plans of Study and/or the Academic and Career Plan to map out students' courses of study based on career assessment and career investigation. One other change to the regulations is one that has a positive fiscal impact on school divisions. That change is requiring maintenance of effort rather than a full equal match of funds when purchasing equipment.

All other proposed changes are an inclusion of regulations from other regulatory documents that had not been included in the past, clarifications of existing regulations, and updating wording to reflect current state and federal terminology.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the proposed regulations for first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act.

Impact on Resources:

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

Timetable for Further Review/Action:

The timetable for further actions will be governed by the requirements of the Administrative Process Act.

Virginia
Regulatory
Town Hall

townhall.virginia.gov

Proposed Regulation
Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-120-10 - 170
Regulation title	*Regulations Governing Career and Technical Education*
Action title	Revision of Regulations
Date this document prepared	March 1, 2010

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual.*

Brief summary

In a short paragraph, please summarize all substantive provisions of new regulations or changes to existing regulations that are being proposed in this regulatory action.

The Carl D. Perkins Career and Technical Education Act of 2006 has expanded to include student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry–recognized standards. Virginia has identified a combination of student competency achievement (existing requirement) with attainment of an industry credential as approved by the Virginia Board of Education. State and federal funds are available to assist school divisions in meeting this requirement. Another substantive addition is the infusion of Career Clusters and Pathways into CTE instructional programs and the use of Program/Plans of Study and/or the Academic and Career Plan to map out students' courses of study based on career assessment and career investigation. One other change to the regulations is one that has a positive fiscal impact on school divisions. That change is requiring maintenance of effort rather than a full equal match of funds when purchasing equipment. All other changes are an inclusion of regulations from other regulatory documents that had not been included in the past, clarifications of existing regulations, and updating wording to reflect current state and federal terminology.

Acronyms and Definitions

Please define all acronyms used in the Agency Background Document. Also, please define any technical terms that are used in the document that are not also defined in the "Definition" section of the regulations.

CTE—Career and Technical Education

EDGAR—Education Department General Administrative Regulations
The definition section of the proposed regulations contain all terms that appear in the text of the proposed regulations. If acronyms other than shown above are used in this agency background document, they are identified at the time of the usage.

Legal basis

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

The following regulations are all mandatory.

Federal

Carl D. Perkins Career and Technical Education Act of 2006, Titles I, II, and III.
EDGAR, Title 34, Code of Federal Regulations (CFR), Part 74.2.
Elementary and Secondary Education Act of 1965, Section 9101
Americans with Disabilities Act of 1990, 42 U.S.C. 12102, §3(2)
Rehabilitation Act of 1973, Section 504

State

Code of Virginia, §§22.1-16, 22.1-253.13:1 – 8, 22.1-227 and 22.1-275
Regulations Establishing Standards for Accrediting Public Schools in Virginia, §§8 VAC 20-131-5 – 360
Regulations Governing Special Education Regulations for Children with Disabilities in Virginia, §8VAC20-81-10, VAC20-81-110
Governor's Executive Order 1 (2006)

Purpose

Please explain the need for the new or amended regulation by (1) detailing the specific reasons why this regulatory action is essential to protect the health, safety, or welfare of citizens, and (2) discussing the goals of the proposal, the environmental benefits, and the problems the proposal is intended to solve.

Changes in both federal and state laws pertaining to career and technical education have made it necessary to revise the *Virginia Regulations Governing Career and Technical Education*. The regulations have been examined in their entirety, including the requirements for general provisions, administration of career and technical education programs, and operation of career and technical education programs. The goals of this review are to: (i) update the regulations to comply with new state and federal laws, such as an identification and clarification of the U.S. department of Education's approved Virginia requirements for meeting the performance standards of the Perkins Act of 2006; (ii) update definitions for consistency with other state and federal regulations dealing with similar issues such as a clarification of definition of terms impacted by the Perkins Act reauthorization of 2006, such as "career cluster," "career pathways," and "performance measures" and other terms impacted by the Perkins Act reauthorization of 2006; and (iii) eliminate any duplication of regulations.

Substance

Please briefly identify and explain new substantive provisions (for new regulations), substantive changes to existing sections or both where appropriate. (More detail about all provisions or changes is requested in the "Detail of changes" section.)

A comprehensive review of the *Virginia Regulations Governing Career and Technical Education in Virginia* has been conducted. The regulations have been examined in their entirety, including the requirements for general provisions, administration of career and technical education programs, and operation of career and technical education programs.

The Carl D. Perkins Career and Technical Education Act of 2006 has expanded to include student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry–recognized standards. Virginia has identified a combination of student competency achievement (existing requirement) with attainment of an industry credential as approved by the Virginia Board of Education. State and federal funds are available to assist school divisions in meeting this requirement. Another substantive addition is the infusion of Career Clusters and Pathways into CTE instructional programs and the use of Program/Plans of Study and/or the Academic and Career Plan to map out students' courses of study based on career assessment and career investigation. One other change to the regulations is one that has a positive fiscal impact on school divisions. That change is requiring maintenance of effort rather than a full equal match of funds when purchasing equipment. All other changes are an inclusion of regulations from other regulatory documents that had not been included in the past, clarifications of existing regulations, and updating wording to reflect current state and federal terminology.

Issues

Please identify the issues associated with the proposed regulatory action, including:
1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;
2) the primary advantages and disadvantages to the agency or the Commonwealth; and
3) other pertinent matters of interest to the regulated community, government officials, and the public.

If the regulatory action poses no disadvantages to the public or the Commonwealth, please so indicate.

The primary advantage of the proposed revisions to the localities would be that the regulations would be in accordance with new state and federal laws. Localities would know what they must do to be in compliance with the state and federal laws pertaining to career and technical education.

The proposed revisions would not present any disadvantages to the Commonwealth.

Requirements more restrictive than federal

Please identify and describe any requirement of the proposal, which are more restrictive than applicable federal requirements. Include a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements or no requirements that exceed applicable federal requirements, include a statement to that effect.

8VAC20-120-20 (Definitions)
"Cooperative education" means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with paid employment in any occupation field, which alternation—

(A) shall be planned and supervised by the school and employer so that each contributes to the education, employability, and career objective of the individual; and
(B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

The definition has been revised to reflect the current Perkins definition. One addition was made (Virginia may add to the federal regulations but not delete from them) by adding the word "paid" before employment. This used to be part of the federal definition and has been in the state definition, including the current regulations. There is no consequence on school divisions because it is a current state guideline and because there are other work-based methods of instruction, such as internship and shadowing, that do not require paid experiences.

8VAC20-120-30, new #3
No less than sixty percent of federal funds may be expended on "required" expenditures, and up to forty percent may be spent on "permissive" uses of funds, as identified in the Carl D. Perkins Career and Technical Education Act of 2006 (§ 135 Local Uses of Funds), required and permissive uses of funds. If a school division does not meet Perkins performance measures, then the Department may direct local expenditures toward required uses of funds to improve the division's performance.

This language has been added to better explain the federal financial assistance through the Perkins grant. The Perkins Act does not specify the percentages—it leaves that determination up to the states. Virginia has used that percentage breakdown for many years because Perkins does expect the localities to meet the "required uses." If performance measures required by Perkins are not met locally, members of the Office of Career and Technical Education are able to guide the localities in spending their funds on required uses that will help improve performance. The directions and guidelines for division personnel when completing their Local Plan and Budget that is submitted to the Department for approval in spending their Perkins allocations have always indicated the 60/40 percentage split. This is the first time it has been written into the *Regulations Governing Career and Technical Education*.

Localities particularly affected

Please identify any locality particularly affected by the proposed regulation. Locality particularly affected means any locality which bears any identified disproportionate material impact which would not be experienced by other localities.

All localities are equally affected.

Public participation

Please include a statement that in addition to any other comments on the proposal, the agency is seeking comments on the costs and benefits of the proposal and the impacts of the regulated community.

In addition to any other comments, the board/agency is seeking comments on the costs and benefits of the proposal and the potential impacts of this regulatory proposal. Also, the agency/board is seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the *Code of Virginia*. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so via the Regulatory Townhall website, www.townhall.virginia.gov, or by mail, email or fax to Lan Neugent, Assistant Superintendent, Division of Technology and Career Education, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120, 804-225-2757 (Phone), 804-786-9374 (Fax), or Lan.Neugent@doe.virginia.gov. Written comments must

include the name and address of the commenter. In order to be considered, comments must be received by the last date of the public comment period.

[The following paragraph is optional:]

Public hearings will be held and notice of the public hearing may appear on the Virginia Regulatory Town Hall website (www.townhall.virginia.gov) and the Commonwealth Calendar. Both oral and written comments may be submitted at that time.

Economic impact

Please identify the anticipated economic impact of the proposed new regulations or amendments to the existing regulation. When describing a particular economic impact, please specify which new requirement or change in requirement creates the anticipated economic impact.

Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source, and (b) a delineation of one-time versus on-going expenditures.	The proposed revisions would not increase the cost to the state to implement and enforce or to localities to meet the revisions.
Projected cost of the *new regulations or changes to existing regulations* on localities.	The proposed revisions would not increase the cost to the state to implement and enforce or to localities to meet the revisions.
Description of the individuals, businesses or other entities likely to be affected by the *new regulations or changes to existing regulations*.	Local Education Agencies (LEAs)—school divisions.
Agency's best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than $6 million.	• 131 School Divisions • 11 Jointly Operated Vocational Technical Centers • The Virginia Community College System (23 institutions) • The Department of Correctional Education
All projected costs of the *new regulations or changes to existing regulations* for affected individuals, businesses, or other entities. Please be specific and do include all costs. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses. Specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the proposed regulatory changes or new regulations.	There are no additional costs or projected costs. The proposed regulations do not impact small business.
Beneficial impact the regulation is designed to produce.	Better clarification of state and federal regulations. 8VAC20-120-80, #2 The option of "maintenance of effort" allows more flexibility than an equal local match of funds. Localities do not have to increase their share if the state funding grows.

Alternatives

Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in §2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.

The proposed regulations are the result of reviews from the following stakeholders: Local administrators representing each of the eight Superintendents' regions; a representative from the Virginia Department of Corrections; a representative from the Virginia Department of Education (VDOE), Special Education Division; the administrative coordinator of the CTE Resource Center; all members of the Virginia CTE Advisory Committee; and all members of the VDOE Office of Career and Technical Education. These stakeholders indicated these revised regulations to be the least burdensome and intrusive process for achieving the essential purposes of the regulations' review process.

Regulatory flexibility analysis

Please describe the agency's analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

All reporting requirements set forth in the proposed regulations are mandated by federal law.

These regulations do not impact small business.

Public comment

Please summarize all comments received during public comment period following the publication of the NOIRA, and provide the agency response.

Commenter	Comment	Agency response

There were not any comments during the public comment period following the publication of the NOIRA.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-

pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed revisions will not have any measurable impact on the above.

Detail of changes

Please detail all changes that are being proposed and the consequences of the proposed changes. If the proposed regulation is a new chapter, describe the intent of the language and the expected impact if implemented in each section. Please detail the difference between the requirements of the new provisions and the current practice or if applicable, the requirements of other existing regulations in place.

If the proposed regulation is intended to replace an emergency regulation, please list separately (1) all provisions of the new regulation or changes to existing regulations between the pre-emergency regulation and the proposed regulation, and (2) only changes made since the publication of the emergency regulation.

For changes to existing regulations, use this chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, rationale, and consequences
8VAC20-120-10 (Definitions)	N/A	§22.1-216	§22.1-16. Typographical error No consequences.
8VAC20-120-10 (Definitions)	N/A	Carl D. Perkins Vocational Education Act of 1999	Carl D. Perkins Career and Technical Education Act of 2006. Federal law was reauthorized in 2006. Name changed in the new law. No consequences.
8VAC20-120-10 (Definitions)	N/A	Carl D. Perkins Vocational Education Act of 1999	Carl D. Perkins Career and Technical Education Act of 2006. Federal law was reauthorized in 2006. Name changed in the new law. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	New definition--"Academic and Career Plan" means the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education. (Also see "Program of Study.") The academic and career plan is referenced in the proposed regulations, §8VAC20-120-120, and the definition is for clarification.

			No consequences.
8VAC20-120-20 (Definitions)	N/A	"All aspects of an industry" includes, with respect to a particular industry that a student is preparing to enter: planning, management, finances, technical and production skills, underlying principles of technology, labor and environmental issues related to that industry.	"All aspects of an industry" means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. The definition is changed to match the wording of the current Perkins law. This provides a broader approach to implementation of the federal requirement, and would be easier to implement locally. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Board" means the Virginia Board of Education.	"Board" means that the Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Carl D. Perkins Career and Technical Education Act of 2006 and any new amendments or acts, and as such shall promote and administer the provision of agricultur~~e~~al education, business and information technology, marketing, ~~home economics~~ family and consumer sciences, health and medical services, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to § 22.1-26, postsecondary institutions, and other eligible institutions for youth and adults. The definition has been expanded to clearly indicate the role of the Board as defined by the Virginia Code. Strikethroughs above are used to update the program area titles. This definition is not a change to the Board role—it is a more specific explanation. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	"Career Clusters and Pathways" means a grouping of occupations and industries based on commonalities. Sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways. The

			States' Career Clusters refers to a clearinghouse for career clusters research, products, services and technical assistance for implementation of the States' Career Clusters Framework for lifelong learning. Reference to career clusters and pathways is in the proposed regulations, §8VAC20-120-120. This definition is added to assist localities when working with the proposed requirement. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Career and technical student organizations" means those organizations for individuals enrolled in career and technical education programs that engage in an annual program of work including activities that are an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall be (i) National FFA Organization; (ii) Future Business Leaders of America; (iii) Health Occupations Students of America; (iv) Family, Career and Community Leaders of America; (v) DECA: An Association of Marketing Students; (vi) Technology Student Association; (vii) SkillsUSA—VICA.	"Career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall be (i) National FFA Organization; (ii) Future Business Leaders of America; (iii) Future Educators Association; (iv)Health Occupations Students of America; (v) Family, Career and Community Leaders of America; (vi) DECA: An Association of Marketing Students; (vii) Technology Student Association; (viii) SkillsUSA; and other student organizations that may be approved at the state and national levels. Changes at the beginning of the document were merely noun and verb agreement changes from plural to singular. In keeping with the current federal definition, the reference to "program of work" was broadened to career and technical education activities in general. In addition, at the end of the definition the SkillsUSA name has been corrected to match the national and state title. Finally, Future Educators Association was added because the U.S. Dept. of Education has recognized FEA as a Career and Technical Student Organization. This caused changes in the numbering. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to	"Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds.

		state or federal regulations and the availability of funds.	There is no change to the definition. It has been moved under the definition of "entitlement." No consequences.
8VAC20-120-20 (Definitions)	N/A	"Competency-based education" means an instructional system that focuses on competencies needed for specific jobs, evaluation of student progress based on standards of the occupation or field, and the maintenance of student records of achievement in skill development.	"Competency-based education" means relevant learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, workplace readiness skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. Evaluation of student progress is based on standards of the occupation or field and the maintenance of student records of achievement in skill development. The definition has been enhanced to reflect the academic rigor required by the current Perkins law. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Cooperative education" means a method of instruction that combines career and technical classroom instruction with paid employment directly related to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability.	"Cooperative education" means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with paid employment in any occupation field, which alternation— (A) shall be planned and supervised by the school and employer so that each contributes to the education, employability, and career objective of the individual; and (B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. The definition has been revised to reflect the current Perkins definition. One addition was made (Virginia may add to the federal regulations but not delete from them) by adding the word "paid" before employment. This used to be part of the federal definition and has been the state definition for decades. There is no consequence on school divisions because it is a current state guideline and because there are other work-based methods of instruction, such as internship and

			shadowing, that do not require paid experiences. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Disadvantaged" means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance to enable them to succeed in career and technical education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from or who are identified as potential dropouts from secondary schools.	The proposed regulations delete this definition as it is no longer used in the current state and federal regulations. The current acceptable definition is for "disability." See addition of definition for "disability" added below. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Disability" means, with respect to an individual— (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such impairment; or (C) being regarded as having such an impairment. The term is used in the proposed regulations in §8VAC20-120-100. This definition has been added to reflect current state and federal regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Displaced homemaker" means an individual who— (A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 60 1 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and (B) is unemployed or underemployed and is experiencing difficulty in

			obtaining or upgrading employment. Added definition to clarify text of proposed regulations and to reflect current federal definition. This term is mentioned in the definition of special populations in the proposed regulations, §8VAC20-120-20, so this is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Employability skills" means the generic skills related to seeking, obtaining, keeping, and advancing in an occupation.	This definition has been eliminated in lieu of the more recognized, acceptable, and broader term, "workplace readiness skills (WRS)." See definition for WRS below. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Entitlement" means the amount of funding a local education agency is eligible to receive, subject to state or federal regulations and the availability of funds.	"Entitlement" means the amount of funding a local education agency is eligible to receive, subject to state or federal regulations and the availability of funds. "Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds. As mentioned above under "categorical entitlement," this has been added under the broader definition of "categorical." This change is merely to help users find the two definitions more easily. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Equipment" means any instrument, machine, apparatus, or set of articles which meets all of the following criteria: 1. It retains its original shape, appearance, and character with use; 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance; 3. It is nonexpendable; 4. Under normal use, it can be expected to serve its principal purpose for at least one year; and 5. Excludes supplies and	"Equipment" means tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year. This change is in keeping with the current EDGAR regulations. The detail is included in the CTE equipment list document, but is not needed here. No consequences.

		materials as defined by the Virginia Department of Planning and Budget's Expenditure Structure, May 2001.	
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Federal program monitoring" means monitoring and evaluating program effectiveness and assuring compliance with all applicable state and federal laws. Federal program monitoring (FPM) is mentioned in the text of the proposed regulations, §8VAC20-120-70, so this definition is provided. FPM is not a new requirement for localities, so there are no new consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Individualized education program (IEP)" means a written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with this chapter. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs. This term is mentioned in the proposed regulations, §8VAC20-120-130, so this is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and— (A) whose native language is a language other than English; or (B_who lives in a family or community environment in which a language other than English is the dominant language. This term is mentioned in the definition of special populations in the proposed regulations, §8VAC20-120-20, so this federal definition is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	"Industry credential" means the successful completion of an industry certification examination or an occupational competency assessment in a career and technical education field that confers certification of skills and knowledge from a recognized industry or trade or professional association or the acquiring of a professional license in a career and

			technical education field from the Commonwealth of Virginia. The certification examination or occupational competency assessment used to verify student achievement must be approved by the Board of Education. Industry credentialing is practiced in Virginia to meet federal and state requirements. It is referenced in §8VAC20-120-120 of the proposed regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Local career and technical education plan" means a document submitted by a local education agency as prescribed by the Board of Education setting forth proposed career and technical education programs, services, activities, and specific assurances of compliance with federal regulations.	"Local career and technical education plan" means a document submitted by a local education agency as prescribed by the Board of Education describing how the career and technical education programs required for funding will be maintained and how career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Perkins' Accountability, Section 113. This proposed definition is in keeping with the current Perkins regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Local education agency" means the local school division responsible for providing educational services to students; a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, town, school division, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.	"Local education agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. The proposed definition is consistent with the current definition in federal regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Maintenance of effort" means the assurance that localities continue to provide funding for CTE programs at least at the level of support of the previous year. The definition reflects the federal definition

			and is mentioned in the proposed change to section 8VAC20-120-80, 2. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Non-traditional fields" means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. This term is mentioned in the definition of special populations in the proposed regulations, §8VAC20-120-20, so this is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Performance measures" means core indicators of performance for career and technical education students at the secondary level that are valid and reliable and that include measures identified in the Accountability section of the Carl D. Perkins Career and Technical Education Act of 2006. New definition to reflect new 2006 federal requirement. This is referenced in §8VAC20-120-30 of the proposed regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	"Program of study" (also known as "plan of study") means planning a sequence of academic, career and technical, or other elective courses that— (A) incorporate secondary education and postsecondary education elements; (B) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (C) may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and (D) lead to an industry-recognized credential, license, or certificate

			and/or an associate degree at the secondary or postsecondary level or a baccalaureate or higher degree at the postsecondary level. (Also see "Academic and Career Plan") Added definition to clarify text of proposed regulations, §8VAC20-120-120, and to reflect current federal definition. The term academic and career plan is the exact reference in the text of the proposed regulations; however, as the definitions will explain, career pathway programs/plans of study and academic and career plans are used interchangeably. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Section 504" means that section of the Rehabilitation Act of 1973 that is designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance.	"Section 504" means that section of the Rehabilitation Act of 1973, as amended, that is designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance. Added "as amended" to reflect current Special Education Regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Special populations" means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; (F) individuals with limited English proficiency. Added definition to reflect current Special Education Regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Training agreement" means a formal document, signed by the instructor, employer, parent or guardian, student, and school administrator, which states the requirements affecting the cooperative education student, the terms of the student's employment, and the responsibilities of all parties involved.	"Training agreement" means a written statement of commitment from the student, the parent, the training station supervisor, and the teacher-coordinator. It is a required, formal document that spells out the responsibilities of all involved parties in the cooperative education method of instruction. (A recommended format is available from the Department of Education.) The definition has been streamlined for clarity.

			No consequences.
8VAC20-120-20 (Definitions)	N/A	"Training plan" means a formal document that identifies classroom and on-the-job instruction which contributes to the employability and ongoing development of each cooperative education student. (A recommended format is available from the Department of Education.)	"Training plan" means a required, formal document that identifies classroom and on-the-job instruction that contributes to the employability and ongoing development of each cooperative education student. (A recommended format is available from the Department of Education.) Because the training plan is (and has been) identified as a required document in the text (§8VAC20-120-140) of the regulations, the word "required" has been added to the definition. Changing "which" to "that" was a grammatical change. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Work station" means an area in a classroom/ laboratory that includes the necessary environment, instructional and consumable materials and equipment to enable each student to accomplish competencies within a career and technical education course.	"Work station" means an area in a classroom/laboratory that includes the necessary environment, instructional and consumable materials, and equipment to enable each student to accomplish competencies within a career and technical education course. Added comma for correct punctuation (comma in a series) and for clarification in reading. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Workplace readiness skills" means a list of personal qualities and people skills, professional knowledge and skills, and technology knowledge and skills identified by Virginia employers that are essential for individual workplace success and critical to Virginia's economic competitiveness. These skills will be updated as required. Term is in proposed regulations (§8VAC20-120-120) and reflects current federal Perkins terminology. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Verified unit of credit or verified credit" means credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the Board of Education as part of the Virginia assessment program. This definition is added to help clarify the proposed regulations in §8VAC20-120-120.

			No consequences.
8VAC20-120-30 2, c.	N/A	c. Equipment included on the Recommended Equipment Approved for Career and Technical Education Programs lists by the Department of Education; and	c. Equipment included on the Recommended Equipment Approved for Career and Technical Education Programs lists by the Department of Education <u>or local option approved by the Department of Education</u>; Virginia's CTE equipment list guidelines have always allowed school divisions to ask for special approvals on items not listed. It is helpful to show that option in the regulation. No consequences.
8VAC20-120-30 2, d.	N/A	d. Adult occupational career and technical education to provide opportunities for adults to prepare for initial employment, retraining, or career advancement;	d. Adult occupational career and technical education to provide opportunities for adults to prepare for initial employment, retraining, or career advancement; <u>and</u> An item "e" is added to the proposed regulations, causing the need to insert the word "and" at the end of "d." No consequences.
8VAC20-120-30 2, e.	N/A	This was not included in the 2003 regulations.	<u>e. Funding for industry credentials appearing on the Virginia Board of Education approved list.</u> This is added to the section indicating state/federal financial assistance. Categorical funding is now available to students who take industry credentials approved by the State Board of Education. No consequences.
8VAC20-120-30 3.	N/A	This was not included in the 2003 regulations.	<u>3. No less than sixty percent of federal funds may be expended on "required" expenditures, and up to forty percent may be spent on "permissive" uses of funds, as identified in the Carl D. Perkins Career and Technical Education Act of 2006 (§ 135 Local Uses of Funds), required and permissive uses of funds. If a school division does not meet Perkins performance measures, then the Department may direct local expenditures toward required uses of funds to improve the division's performance.</u> This language has been added to better explain the federal financial assistance through the Perkins grant. The Perkins Act does not specify the percentages—it leaves that determination up to the states. Virginia has used that percentage breakdown for many years because Perkins does expect the localities to meet the "required uses." If performance measures required by Perkins are not met

			locally, members of the Office of Career and Technical Education are able to guide the localities in spending their funds on required uses that will help improve performance. The directions and guidelines for division personnel when completing their Local Plan and Budget that is submitted to the Department for approval in spending their Perkins allocations have always indicated the 60/40 percentage split. This is the first time it has been written into the *Regulations Governing Career and Technical Education*. No consequences.
8VAC20-120-40	N/A	Each eligible participant shall submit to the Department of Education a local career and technical education plan for review and approval. The local plan will be submitted as specified in federal legislation. In addition to the local career and technical education plan, an annual budget funding application will be submitted to the department for review and approval.	Each eligible participant shall submit to the Department of Education a local career and technical education plan for review and approval. The local plan will be submitted as specified in federal legislation. ~~In addition to the local career and technical education plan, A~~an annual budget funding application ~~will~~ shall be submitted to the department for review and approval. The deletions and addition were made to leave open future possibility for change in frequency of plan submission but require annual budget submission. No consequences.
8VAC20-120-50	N/A	Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation and evaluation of the local plan and application.	Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application. A comma was added before “and” at the end of the statement to use correct punctuation (comma in a series). No consequences.
8VAC20-120-50 1.	N/A	1. Councils shall be composed of members of the public, including students, teachers, parents and representatives from business, industry, and labor, with appropriate representation of both sexes and racial and ethnic minorities found in the school, community, or region	1. Councils shall be composed of members of the public, including students, teachers, parents, and representatives from business, industry, and labor, with appropriate representation of both sexes and racial and ethnic groups found in the school, community, or region served by the council. The word “minorities” was changed to “groups” to be consistent with current

		served by the council.	federal terminology. No consequences.
8VAC20-120-50 2.	N/A	2. The council shall meet at regular intervals during the year to assist in the planning, implementing and assessing of career and technical education programs.	2. The council shall meet at regular intervals during the year to assist in the planning, implementing, and assessing of career and technical education programs. A comma was added before "and" in the middle of the statement to use correct punctuation (comma in a series). No consequences.
8VAC20-120-70	N/A	Local education agencies shall provide data on career and technical education for federal and state accountability requirements, planning and evaluation as prescribed by federal legislation and the Department of Education.	Local education agencies shall provide data on career and technical education for federal and state accountability requirements, planning, and evaluation as prescribed by federal legislation and the Department of Education. A comma was inserted behind "planning" for correct punctuation (comma in a series) and for clarity of reading.
8VAC20-120-70	N/A	This was not included in the 2003 regulations.	Local Education Agencies (LEA) shall participate in the federal program monitoring process as prescribed by the Department of Education and as required by the Carl D. Perkins Career and Technical Education Act of 2006. This requirement has been a federal mandate in the past, so the requirement is added here for awareness. No consequences.
8VAC20-120-80	N/A	Local education agencies shall maintain a current inventory of all Equipment items purchased in whole or in part with federal or state funds.	Local education agencies shall maintain a current inventory of all e~~E~~quipment items purchased in whole or in part with federal or state funds. Changed from capital letter to low case letter. No consequences.
8VAC20-120-80 2.	N/A	2. Include a local match equal to the amount of state funding;	2. Include local funding that would provide maintenance of effort; Only the state is required to include a local match to federal funds, so that wording is eliminated. However, localities must continue to meet maintenance of effort. The consequences would be that this is a benefit to school divisions to no longer equally match funds. As allocations go up, the maintenance of effort remains the same.
8VAC20-120-80 3.	N/A	3. Be listed on the Recommended Equipment Approved for Career and Technical Education	3. Be itemized on the Recommended Equipment Approved for Career and Technical Education Programs list provided by the Department of Education

		Programs list provided by the department.	or local option approved by the Department of Education. • The word "listed" is replaced with "itemized" because the word "list" is used elsewhere in the statement. • "Department" has been clarified as the Department of Education. • Virginia's CTE equipment list guidelines have always allowed school divisions to ask for special approvals on items not listed. It is helpful to show that option in the regulation. No consequences.
8VAC20-120-80 3. (paragraph 2)		Equipment purchased with combined state and federal funds must be used in accordance with provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998, and acquired and disposed of in accordance with federal Education Department General Administrative Regulations (EDGAR) and appropriate state procurement laws and regulations.	Equipment purchased with combined state and federal funds must be used in accordance with provisions of the Carl D. Perkins Career and Technical Education Act of 2006, and acquired and disposed of in accordance with federal Education Department General Administrative Regulations (EDGAR) and appropriate state procurement laws and regulations. Federal law was amended in 2006. Name changed in the new law. No consequences.
8VAC20-120-100	N/A	Career and technical education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons, regardless of sex, race, creed, age, color, disability, or national origin.	Career and technical education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons and specifically prohibits discrimination on the basis ~~, regardless~~ of race, ~~creed~~, sex, ~~age,~~ color, ~~disability, or~~ national origin, religion, age, political affiliation, ~~veteran status,~~ or against otherwise qualified persons with disabilities. Deletions and additions were made to keep the statement consistent with the most recent Governor's Executive Order 6 (2010). No consequences.
8VAC20-120-110	N/A	The need for new occupational preparation programs shall be based on student and labor market demands.	The need for new career and technical preparation programs shall be based on student interests and labor market needs. The terminology has been updated to reflect current language in the federal regulations. It also reflects exactly what is requested on the state form for reporting new programs. No consequences.
8VAC20-	N/A	Career and technical	A. Career and technical education

120-120		education programs shall be competency based and meet the following criteria:	programs shall be competency based and meet the following criteria: "B." has been added to this section, so "A." was inserted. No consequences.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	1. Career and technical education programs are aligned with States' Career Clusters and Career Pathways that allow for utilization within academic and career plans; This was added to reflect the requirements of 2006 Perkins grant and the 2009 Standards of Accreditation. The consequences are that there will be additional work involved in implementing the academic and career plan, but that is not a requirement proposed in these regulations—it is just referenced in these regulations.
8VAC20-120-120	N/A	1. State-established, industry-validated competencies are identified and stated; 2. Competencies are specified to students prior to instruction; 3. Measures for successful performance of individual competencies are identified, stated, and used to evaluate achievement of competencies; 4. A system exists for rating and documenting the competency performance of each student; and	2. State-established, industry-validated competencies are identified and stated; 3. Competencies are specified to students prior to instruction; 4. Measures for successful performance of individual competencies are identified, stated, and used to evaluate achievement of competencies; 5. A system exists for rating and documenting the competency performance of each student; and Because a new "1." was inserted above, the numbers were changed appropriately. No consequences.
8VAC20-120-120	N/A	5. Competencies shall address all aspects of the industry and Employability skills.	6. Competencies shall address all aspects of an industry and workplace readiness skills. Numerical change is due to the new "1." that was inserted. The wording changes are to reflect state and federal current terminology. No consequences.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	B. Performance measures, as determined by the Department of Education, will be achieved annually. The requirements for meeting state adjusted performance levels changed with the 2006 Perkins regulations. Virginia's

			current requirement for localities involves a competency attainment and the attainment of an approved industry credential for program completers. State and federal funds are available to localities for industry credentialing. This new federal requirement does mean consequences of time and funding, but as stated above, there are federal and state funds available to assist localities. The benefit is the increased rigor in the instructional programs.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	C. Career and technical education programs must be provided in middle and secondary schools. The middle school must include a minimum of one career and technical offering. Each secondary school shall provide a minimum of three career and technical program areas, to include a minimum of 11 course offerings. This is not a new regulation. It is and has been in the Virginia Standards of Accreditation. We have inserted the regulation here for awareness. No consequences.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	D. Career and technical education programs must provide industry credentialing, certification, and licensure as approved by the Board of Education in order to meet requirements for verified credit. This has been added to indicate provisions for a student verified credit as identified in the Virginia Standards of Accreditation. State and federal funds are available to localities for industry credentialing. Providing credentialing does mean consequences of time and funding, but as stated above, there are federal and state funds available to assist localities. The benefit is the increased rigor in the instructional programs.
8VAC20-120-130	N/A	Essential competency profiles provided by the Department of Education for career and technical education courses may be modified for students with Individualized Education Programs (IEP's) or Section 504 Plans who are enrolled in career and technical education courses. Such	Essential competency profiles provided by the Department of Education for career and technical education courses may be modified for students with Individualized Education Programs (IEP~~'s~~) or Section 504 Plans who are enrolled in career and technical education courses. Such modification shall be made in conformance with IEP requirements as stated in *Regulations Governing Special Education Programs for Children with*

		modification shall be made in conformance with IEP requirements as stated in *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The modified list of essential competencies must, as a group, be selected so that student attainment of the essential competencies prepares the student for a job or occupation.	*Disabilities in Virginia*. The modified list of essential competencies must, as a group, be selected so that student attainment of the essential competencies prepares the student for a job or ~~occupation~~ career. The apostrophe and "s" was deleted from "IEPs" to correct the punctuation. Terminology is updated for current usage in state and federal regulations. No consequences.
8VAC20-120-140	N/A	A training plan and training agreement shall be developed and followed for each student receiving training through cooperative education. 1. Career and technical education programs using the cooperative education method of instruction shall: a. Be limited to an average of 20 students per instructor per class period with no class being more than 24 where the cooperative education method of instruction is required; b. Have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training; and c. Specify provisions for instructor travel for on-the-job coordination. 2. Parties to the training agreement shall include the student, parent, or guardian, instructor, employer, and a school administrator.	Career and technical education programs using the cooperative education method of instruction shall: a. develop and follow a~~A~~ training plan and training agreement ~~shall be developed and followed~~ for each student receiving training through cooperative education. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator, and ~~1. Career and technical education programs using the cooperative education method of instruction shall:~~ ~~a. Be limited to an average of 20 students per instructor per class period with no class being more than 24 where the cooperative education method of instruction is required;~~ ~~b. Have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training; and~~ b.~~c.~~ Specify provisions for instructor travel for on-the-job coordination. ~~2. Parties to the training agreement shall include the student, parent or Guardian~~ All references to class size have been moved to §8VAC20-120-150—Maximum class size. The remaining requirements have been reworded and reformatted to accommodate the deletion. No requirements were changed.

			No consequences.
8VAC20-120-150 1.	N/A	1. Career and technical education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory.	1. Career and technical education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory. <u>The career and technical education courses that have this restriction are published annually by the Virginia Department of Education.</u> The last sentence has been added for awareness. No consequences.
8VAC20-120-150 2.	N/A	2. Career and technical education courses approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18.	<u>2.</u> Career and technical education courses <u>designed specifically and</u> approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18. The wording, "designed specifically," has been added for clarification. No consequences.
8VAC20-120-150 3.	N/A	3. Career and technical education courses approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided.	3. Career and technical education courses <u>designed specifically and</u> approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided. The wording, "designed specifically," has been added for clarification. No consequences.
8VAC20-120-150 4.	N/A	This was not included in this particular section in the 2003 regulations. It was included in "1. a." of §8VAC20-120-140.	<u>4. Career and technical education programs offering classes that require the cooperative education method of instruction shall:</u> <u>a. be limited to an average of 20 students per instructor per class period with no class being more than 24, and</u> <u>b. have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training.</u> This is not a new requirement. It has been added to §8VAC20-120-150-4. because it is relevant to class size. No consequences.

8VAC20-120-160 B.	N/A	B. A career and technical education student organizations shall be an integral and active part of each secondary career and technical program (grades 9, 10, 11, 12) offered.	B. A career and technical education student organization~~s~~ shall be an integral and active part of each secondary career and technical program (grades 9, 10, 11, 12) offered. "S" has been deleted from "organizations" to make the sentence grammatically correct. No consequences.
8VAC20-120-170 A.	N/A	A. Each career and technical education program shall include health and safety standards that are applicable to the operation of that program, which shall be made an integral part of program instruction.	A. Each career and technical education program shall include health and safety standards, <u>including protective eye devices,</u> that are applicable to the operation of that program, which shall be made an integral part of program instruction. The wording, "including protective eye devices" has been added to be consistent with Virginia Code. No consequences.

For new chapters, use this chart:

Section number	Proposed requirements	Other regulations and law that apply	Intent and likely impact of proposed requirements

Enter any other statement here

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Part I

General Provisions

8VAC20-120-10. Authority to promulgate; requirements for compliance with state and federal regulations.

These regulations are promulgated by the Board of Education pursuant to ~~§ 22.1-216~~ § 22.1-16 of the Code of Virginia for career and technical education programs funded in whole or in part with state funds. Federal laws pertaining to such programs permit state regulations in addition to federal requirements (see Carl D. Perkins ~~Vocational~~ Career and Technical Education Act of ~~1998~~ 2006, § 121).

Local education agencies operating career and technical education programs shall comply with these regulations of the Board of Education and requirements of applicable federal legislation, including the Education Department General Administrative Regulations (EDGAR) and the Carl D. Perkins ~~Vocational~~ Career and Technical Education Act of ~~1998~~ 2006.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0011 § 1.1, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-20. Definitions.

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

"Academic and Career Plan" means the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education. (Also see "Program of Study")

"All aspects of an industry" ~~includes, with respect to a particular industry that a student is preparing to enter: planning, management, finances, technical and production skills, underlying principles of technology, labor and environmental issues related to that industry.~~ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

"Board" means that the ~~Virginia Board of Education.~~Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Carl D. Perkins Career and Technical Education Act of 2006 and any new amendments or acts, and as such shall promote and administer the provision of agricultureal education, business and information technology, marketing, home economics family and consumer sciences, health and medical services, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to § 22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

"Career Clusters and Pathways" means a grouping of occupations and industries based on commonalities. Sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways. The States' Career Clusters refers to a clearinghouse for career clusters research, products, services and technical assistance for implementation of the States' Career Clusters Framework for lifelong learning.

"Career and technical student organization~~s~~" means ~~those~~ an organization~~s~~ for individuals enrolled in a career and technical education program~~s~~ that engages in ~~an annual program of work including~~ career and technical education activities ~~that are~~ as an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall be (i) National FFA Organization; (ii) Future Business Leaders of America; (iii) Future Educators Association; (iv) Health Occupations Students of America; (v) Family, Career and Community Leaders of America; (vi) DECA: An Association of Marketing Students; (vii) Technology Student Association; (viii) SkillsUSA; and other student organizations that may be approved at the state and national levels.

~~"Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds.~~ (Moved under "entitlement")

"Competency-based education" means ~~an instructional system that focuses on competencies needed for specific jobs,~~ applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general workplace readiness skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. ~~e~~Evaluation of student progress is based on standards of the occupation or field~~,~~ and the maintenance of student records of achievement in skill development.

"Cooperative education" means a method of ~~instruction that combines career and technical classroom instruction with paid employment directly related to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability.~~ education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with paid employment in any occupation field, which alternation—

(A) shall be planned and supervised by the school and employer so that each contributes to the education, employability, and career objective of the individual; and

(B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

"Data" means information, both written and verbal, concerning career and technical education programs, activities, and students. Data include financial, administrative, demographic, student performance, and programmatic information and statistics.

"Department" means the Virginia Department of Education.

~~"Disadvantaged" means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance to enable them to succeed in career and technical education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from or who are identified as potential dropouts from secondary schools.~~

"Disability" means, with respect to an individual—

(D) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;

(E) a record of such impairment; or

(F) being regarded as having such an impairment.

"Displaced homemaker" means an individual who—

(A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 60 1 et seq.)not later than 2 years after the date on which the parent applies for assistance under such title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

~~"Employability skills" means the generic skills related to seeking, obtaining, keeping, and advancing in an occupation.~~

"Entitlement" means the amount of funding a local education agency is eligible to receive, subject to state or federal regulations and the availability of funds. "Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds.

"Equipment" means ~~any instrument, machine, apparatus, or set of articles which meets all of the following criteria:~~

~~1. It retains its original shape, appearance, and character with use;~~

~~2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;~~

~~3. It is nonexpendable;~~

~~4. Under normal use, it can be expected to serve its principal purpose for at least one year; and~~

~~5. Excludes supplies and materials as defined by the Virginia Department of Planning and Budget's Expenditure Structure, May 2001.~~

tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year.

"Extended contract" means a period of time provided to instructors for employment beyond the regular contractual period.

"Federal program monitoring" means monitoring and evaluating program effectiveness and assuring compliance with all applicable state and federal laws.

"Follow-up survey" means the collection of information regarding the status of students following completion of a career and technical education program.

"Individualized Education Program (IEP)" means a written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with this chapter. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the child's educational needs. (34 CFR 300.22)

"Individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language.

"Industry credential" means the successful completion of an industry certification examination or an occupational competency assessment in a career and technical education field that confers certification of skills and knowledge from a recognized industry or trade or professional association or the acquiring of a professional license in a career and technical education field from the Commonwealth of Virginia. The certification examination or occupational competency assessment used to verify student achievement must be approved by the Board of Education.

"Local career and technical education plan" means a document submitted by a local education agency as prescribed by the Board of Education ~~setting forth proposed career and technical education programs, services, activities, and specific assurances of compliance with federal regulations.~~ describing how the career and technical education programs required for funding will be maintained and how career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Perkins' Accountability, Section 113.

"Local education agency" means ~~the local school division responsible for providing educational services to students; a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, town, school division, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.~~ a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

"Maintenance of effort" means the assurance that localities continue to provide funding for CTE programs at least at the level of support of the previous year.

"Non-traditional fields" means occupations or fields of work, including careers in computer science, technology, and other current and emerging high

skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

"Performance measures" means core indicators of performance for career and technical education students at the secondary level that are valid and reliable and that include measures identified in the Accountability section of the Carl D. Perkins Career and Technical Education Act of 2006.

"Program of study" (also known as "plan of study") means planning a sequence of academic, career and technical, or other elective courses that–

(E) incorporate secondary education and postsecondary education elements;

(F) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

(G) may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

(H) lead to an industry-recognized credential, license, or certificate and/or an associate degree at the secondary or postsecondary level or a baccalaureate or higher degree at the postsecondary level. (Also see "Academic and Career Plan")

"Section 504" means that section of the Rehabilitation Act of 1973, as amended, that is designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance.

"Special populations" means–

(G) individuals with disabilities;

(H) individuals from economically disadvantaged families, including foster children;

(I) individuals preparing for non-traditional fields;

(J) single parents, including single pregnant women;

(K) displaced homemakers;

(L) individuals with limited English proficiency.

"Training agreement" means a ~~formal document, signed by the instructor, employer, parent or guardian, student, and school administrator, which states the requirements affecting the cooperative education student, the terms of the student's employment, and the responsibilities of all parties involved.~~ written statement of commitment from the student, the parent, the training station, and the teacher-coordinator. It is a required, formal document that spells out the responsibilities of all involved parties in the cooperative education method of instruction.

"Training plan" means a required, formal document that identifies classroom and on-the-job instruction ~~which~~ that contributes to the employability and ongoing development of each cooperative education student. (A recommended format is available from the Department of Education.)

"Work station" means an area in a classroom/laboratory that includes the necessary environment, instructional and consumable materials, and equipment to enable each student to accomplish competencies within a career and technical education course.

"Workplace readiness skills" means a list of personal qualities and people skills, professional knowledge and skills, and technology knowledge and skills identified by Virginia employers that are essential for individual workplace success and critical to Virginia's economic competitiveness. These skills will be updated as required.

"Verified unit of credit or verified credit" means credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the Board of Education as part of the Virginia assessment program.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia~~.~~; § 8VAC20-131- 5 and 140; 8VAC20-81-10 of the Regulations Governing Special Education Regulations for Children with Disabilities in Virginia; §1(b) §3, Title 1, Part A, §113, Part B, §122(c)(1), and Part C, §134(a) of the Carl D. Perkins Career and Technical Education Act of 2006; Section 9101 of the Elementary and Secondary Education Act of 1965; 42 U.S.C. 12102, §3(2) of the Americans with Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973; EDGAR, Title 34, Code of Federal Regulations (CFR), Part 74.2.

Historical Notes

Derived from VR270-01-0011 § 1.2, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

Part II

Administration of Career and Technical Education Programs

8VAC20-120-30. State/federal financial assistance.

Financial assistance shall be provided to support the operation, improvement, and expansion of career and technical education.

1. Financial assistance provided through entitlements resulting from full-time equivalent student enrollments shall be used to support career and technical education program operation.

2. Financial assistance provided through categorical entitlements shall be used to support the following:

a. Principals and assistant principals of technical education centers if at least 50% of their time is spent in career and technical education program administration or supervision;

b. Extended contracts of instructors for activities related to the coordination, development, or improvement of career and technical education programs;

c. Equipment included on the Recommended Equipment Approved for Career and Technical Education Programs lists by the Department of Education or local option approved by the Department of Education; ~~and~~

d. Adult occupational career and technical education to provide opportunities for adults to prepare for initial employment, retraining, or career advancement; and

e. Funding for industry credentials appearing on the Virginia Board of Education approved list.

3. No less than sixty percent of federal funds may be expended on "required" expenditures, and up to forty percent may be spent on "permissive" uses of funds, as identified in the Carl D. Perkins Career and Technical Education Act of 2006, required and permissive uses of funds. If a school division does not meet Perkins performance measures, then the Department may direct local

expenditures toward required uses of funds to improve the division's performance.

Statutory Authority

§§ 22.1-16, ~~and~~ 22.1-227, and §§ 22.1-253.13:1 B.; 22.1-253.13:2 D., N. of the Code of Virginia~~.~~; Title I, Part A, §113, and Part C, §135 of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 2.1, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-40. Local career and technical education plan.

Each eligible participant shall submit ~~on an annual basis~~ to the Department of Education a local career and technical education plan for review and approval. The local plan will be submitted as specified in federal legislation. ~~In addition to the local career and technical education plan,~~ A~~a~~n annual budget funding application ~~will~~ shall be submitted to the department for review and approval.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0011 § 2.2, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-50. Career and Technical Education Advisory Council.

Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application.

1. Councils shall be composed of members of the public, including students, teachers, parents, and representatives from business, industry, and labor, with appropriate representation of both sexes and racial and ethnic ~~minorities~~ groups found in the school, community, or region served by the council.

2. The council shall meet at regular intervals during the year to assist in the planning, implementing, and assessing of career and technical education programs.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia; § 8VAC20-131-270 A.3; Title I, Part C, §§134(a – d) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 2.3, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-60. [Repealed]

Historical Notes

Derived from VR270-01-0011 § 2.4, eff. August 19, 1987; repealed, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-70. Reporting requirements.

Local education agencies shall provide data on career and technical education for federal and state accountability requirements, planning, and evaluation as prescribed by federal legislation and the Department of Education.

Local Education Agencies (LEA) shall participate in the federal program monitoring process as prescribed by the Department of Education and as required by the Carl D. Perkins Career and Technical Education Act of 2006.

Statutory Authority
§§ 22.1-16 and 22.1-227 of the Code of Virginia. Title I, Part A, § 112 (a)(3)(c)(d) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 2.5, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-80. Management of equipment inventory.

Local education agencies shall maintain a current inventory of all ~~E~~equipment items purchased in whole or in part with federal or state funds. Equipment purchased with state funds must:

1. Be acquired in accordance with state procurement laws and regulations;

2. Include ~~a~~ local ~~match equal to the amount of state~~ funding that would provide maintenance of effort; and

3. Be ~~listed~~ itemized on the Recommended Equipment Approved for Career and Technical Education Programs list provided by the ~~d~~Department of Education or local option approved by the Department of Education.

Equipment purchased with combined state and federal funds must be used in accordance with provisions of the Carl D. Perkins ~~Vocational~~ Career and Technical Education Act of ~~1998~~ 2006, and acquired and disposed of in accordance with federal Education Department General Administrative Regulations (EDGAR) and appropriate state procurement laws and regulations.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia; Title III, § 311 of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 2.6, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-90. Construction of facilities.

Construction of career and technical facilities shall comply with all federal and state regulations. Federal guidelines pertaining to construction of educational facilities are provided by Education Department General Administrative Regulations (EDGAR).

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia; § 8VAC20-131-260 A.4.

Historical Notes

Derived from VR270-01-0011 § 2.7, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

Part III

Operation of Career and Technical Education Programs

8VAC20-120-100. Access to career and technical education programs.

Career and technical education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons and specifically prohibits discrimination on the basis ~~, regardless~~ of race, ~~creed~~, sex ~~age~~, color, ~~disability,~~ ~~or~~ national origin, religion, age, political affiliation, or against otherwise qualified persons with disabilities.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia; Governor's Executive #6 (2010); and Title III, Part A, § 316 of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 3.1, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-110. New career and technical education programs.

The need for new ~~occupational~~ career and technical preparation programs shall be based on student interests and labor market ~~demands~~ needs.

Statutory Authority
§§ 22.1-16 ~~and~~, 22.1-227, and 22.-253.13.1 B., C., and D.3. of the Code of Virginia~~.~~; §2(1) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 3.2, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-120. Program requirements.

A. Career and technical education programs shall be competency based and meet the following criteria:

1. Career and technical education programs are aligned with States' Career Clusters and Career Pathways that allow for utilization within academic and career plans;

~~1~~2. State-established, industry-validated competencies are identified and stated;

~~2~~3. Competencies are specified to students prior to instruction;

~~3~~4. Measures for successful performance of individual competencies are identified, stated, and used to evaluate achievement of competencies;

~~4~~5. A system exists for rating and documenting the competency performance of each student; and

~~5~~6. Competencies shall address all aspects of ~~the~~ an industry and ~~Employability~~ workplace readiness skills.

B. Performance measures, as determined by the Department of Education, will be achieved annually.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia; § 8VAC20-131-140; Title I, Part A, §§ 113 (b)(1 - 4); Title I, Part B, §§ 122 (c)(1)(A - L); and Title I, Part C, §§ 135 (b) (1 and 2) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 3.3, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

C. Career and technical education programs must be provided in middle and secondary schools. The middle school must include a minimum of one career and technical offering. Each secondary school shall provide a minimum of three career and technical program areas, to include a minimum of 11 course offerings.

Statutory Authority

§§ 8VAC20-131-50, 8VAC20-131-90, and 8VAC20-131-100

D. Career and technical education programs must provide industry credentialing, certification, and licensure as approved by the Board of Education in order to meet requirements for verified credit.

Statutory Authority

§§ 8VAC20-131-50 B-F.

8VAC20-120-130. Individualized programs for students with disabilities.

Essential competency profiles provided by the Department of Education for career and technical education courses may be modified for students with Individualized Education Programs (IEP~~'~~s) or Section 504 Plans who are enrolled in career and technical education courses. Such modification shall be made in conformance with IEP requirements as stated in Regulations Governing Special Education Programs for Children with Disabilities in Virginia. The modified list of essential competencies must, as a group, be selected so that student attainment of the essential competencies prepares the student for a job or ~~occupation~~ career.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia~~.~~; 8VAC20-81-110 of the Regulations Governing Special Education Programs for Children with Disabilities in Virginia; Title I, Part C., §§ 134(b)(8 and 9) and 135(b)(6, 9), (c)(4,7, and 10(D) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 3.4, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-140. Cooperative education

Career and technical education programs using the cooperative education method of instruction shall:

a. develop and follow a ~~A~~ training plan and training agreement ~~shall be developed and followed~~ for each student receiving training through cooperative education. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator, and

~~1. Career and technical education programs using the cooperative education method of instruction shall:~~

~~a. Be limited to an average of 20 students per instructor per class period with no class being more than 24 where the cooperative education method of instruction is required;~~

~~b. Have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training; and~~

b.~~c.~~ Specify provisions for instructor travel for on-the-job coordination.

~~2. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator.~~

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia~~.~~; §3(9) and Title I, §135(b)(c) (3) (A) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 3.5, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-150. Maximum class size.

Enrollments in career and technical education courses shall not exceed the number of individual work stations.

1. Career and technical education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory. The career and technical education courses that have this restriction are published annually by the Virginia Department of Education.

2. Career and technical education courses designed specifically and approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18.

3. Career and technical education courses designed specifically and approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided.

4. Career and technical education programs offering classes that require the cooperative education method of instruction shall:

a. be limited to an average of 20 students per instructor per class period with no class being more than 24, and

b. have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training.

Statutory Authority
§§ 22.1-16 and 22.1-227 of the Code of Virginia; §§ 8VAC20-131-240 E-I.

Historical Notes

Derived from VR270-01-0011 § 3.6, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-160. Career and technical education student organizations.

A. All career and technical education students shall be provided opportunities to participate in instructional activities of the local organization.

B. A career and technical education student organization~~s~~ shall be an integral and active part of each secondary career and technical program (grades 9, 10, 11, 12) offered.

C. Each middle school career and technical education program (grades 6, 7, 8) offered shall include co-curricular instructional activities related to the respective career and technical education student organization.

D. Where dues are collected for membership in such organizations, payment of such dues shall not determine a student's participation in instructional activities of the local organization.

Statutory Authority

§§ 22.1-16 and 22.1-227 of the Code of Virginia~~.~~; §3(6) (A) of the Carl D. Perkins Career and Technical Education Act of 2006.

Historical Notes

Derived from VR270-01-0011 § 3.7, eff. August 19, 1987; amended, Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

8VAC20-120-170. Student safety.

A. Each career and technical education program shall include health and safety standards, including protective eye devices, that are applicable to the operation of that program, which shall be made an integral part of program instruction.

B. Each career and technical education program shall comply with applicable federal and state laws and regulations related to health and safety.

Statutory Authority

§§ 22.1-16, ~~and~~ 22.1-227, and 22.1-275 1. and 2. of the Code of Virginia; § 8VAC20-131-260 A.4.

Historical Notes

Derived from Virginia Register Volume 18, Issue 8, eff. January 31, 2002.

Board of Education Agenda Item

Item: L. **Date:** April 22, 2010

Topic: First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day (Year Round School) from Richmond City Public Schools

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Ms. Victoria S. Oakley, Chief Academic Officer, Richmond City Public Schools

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: _____

___ Action requested at this meeting

_X_ Action requested at future meeting: May 27, 2010

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action
date _____
action _____

Background Information: The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at 8 VAC 20-131-290.D, permit local school boards to seek approval to implement experimental or innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Board. The request must contain information that includes, but is not limited to, a description of the program, the purpose and objectives of the program, the number of students affected, and anticipated outcomes and evaluation procedures for measuring student achievement.

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1.B permits the Board to approve a waiver for approval of an experimental or innovative program.

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement on a showing of good cause.

B. For purposes of this section, "good cause" means:

1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;

2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding the electronic classroom, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided; or

3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools….

For the 2009-2010 school year, 58 school divisions have been approved for emergency or weather-related reasons, 13 have one of more schools approved because of a dependent program, and five have one or more schools approved because of an innovative or experimental program. Of the five, four have year-round schools (Alexandria, Arlington, Danville, and Fairfax), and one, Covington City Public Schools, was approved by the Board in May 2008. Danville City Public Schools and Covington City Public Schools have some schools approved as dependent programs, and some as innovative or experimental programs.

On January 14, 2010, the Board approved a request for an innovative program from the Charlotte County School Board. The program, CASHE (Connecting All Students to Higher Education), was developed and implemented with the goal of having 100 percent of its graduates attending postsecondary education.

Summary of Major Elements: The Richmond City School Board is requesting approval of an innovative program for Patrick Henry School of Science and Arts, a charter school serving grades K-5.

Patrick Henry School of Science and Arts is a public charter school operating under a contractual arrangement with Richmond City Public Schools. It plans to open for the 2010-2011 school year on August 9, 2010, but in subsequent years, it plans to begin the school year in July. For the 2010-2011 school year, the calendar includes 183½ teaching days, 10½ planning and development days, and 10 in-service days.

The school plans to operate on a "progressive quarter calendar" consisting of four quarters of approximately nine weeks of instruction, followed by a break of at least two weeks. During the breaks, there will be intersessions to provide remediation and enrichment programs for the students attending the school. There will be a five week summer break between school years. The school's calendar is very similar to the calendars of other year-round schools the Board of Education has approved in past years.

A copy of the complete package submitted by the Richmond City School Board is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the request from Richmond City Public Schools for an innovative program for first review, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*.

Impact on Resources: The impact on resources is not expected to be significant.

Timetable for Further Review/Action: The request will be presented to the Board of Education for final review and approval at the May 27, 2010 meeting. Upon approval by the Board of Education, Department of Education staff will notify the Superintendent of Richmond City Public Schools that Patrick Henry School of Science and Arts is authorized to open prior to Labor Day for the 2010-2011 school year.

Board of Education Agenda Item

Item: M. **Date:** April 22, 2010

Topic: First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Harrisonburg City Public Schools

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Dr. Donald J. Ford, Superintendent, Harrisonburg City Public Schools

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: _____

____ Action requested at this meeting

_X_ Action requested at future meeting: May 27, 2010

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date May 28, 2009

action Approval of a similar request for an innovative program for Spotswood Elementary School and Waterman Elementary School

Background Information: The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at 8 VAC 20-131-290.D, permit local school boards to seek approval to implement experimental or innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Board. The request must contain information that includes, but is not limited to, a description of the program, the purpose and objectives of the program, the number of students affected, and anticipated outcomes and evaluation procedures for measuring student achievement.

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause."

The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1.B permits the Board to approve a waiver for approval of an experimental or innovative program.

> § 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.
>
> A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement on a showing of good cause.
>
> B. For purposes of this section, "good cause" means:
>
> 1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
>
> 2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding the electronic classroom, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided; or
>
> 3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools….

For the 2009-2010 school year, 58 school divisions have been approved for emergency or weather-related reasons, 13 have one of more schools approved because of a dependent program, and five have one or more schools approved because of an innovative or experimental program. Of the five, four have year-round schools (Alexandria, Arlington, Danville, and Fairfax), and one, Covington City Public Schools, was approved by the Board in May 2008. Danville City Public Schools and Covington City Public Schools have some schools approved as dependent programs, and some as innovative or experimental programs.

On January 14, 2010, the Board approved a request for an innovative program from the Charlotte County School Board. The program, CASHE (Connecting All Students to Higher Education), was developed and implemented with the goal of having 100 percent of its graduates attending postsecondary education.

Summary of Major Elements: The Harrisonburg City School Board is requesting approval of an innovative program for Keister, Smithland, and Stone Spring Elementary Schools.

Harrisonburg City Public Schools participates in a seven-division consortium for preschool programs, which includes the Shenandoah Valley Head Start consortium, the Virginia Preschool Initiative (VPI), and early special education preschool. The other participating school divisions are Augusta County, Bath County, Highland County, Rockingham County, and the cities of Staunton and Waynesboro. All of the other school divisions, except for Staunton, which is also requesting a waiver from the Board of Education, have waivers to begin before Labor Day.

Both the Head Start and the VPI-funded classrooms are blended classrooms, and both serve students who are receiving Early Childhood Special Education Services. Augusta County Public Schools serves as the fiscal agent and employs all of the teachers in the Head Start consortium. The Head Start and VPI programs work together to coordinate services and share the same curriculum, use the same assessment system with a Web-based entry, provide the same staff development on the same days, have a joint Parent Policy Council, and have common business meetings. Having a common calendar promotes a more streamlined delivery of instruction, the coordination of services, and the sharing of resources.

On May 28, 2009, the Board approved a similar request for Spotswood and Waterman Elementary Schools. At that time, Keister and Smithland Elementary Schools had dependencies with neighboring school divisions for special education programs. Those dependencies no longer exist, as the special education programs are now housed in Harrisonburg Public Schools. Stone Spring Elementary School continues to have a dependency with a neighboring school division, but the Harrisonburg City School Board is requesting approval as an innovative program so that the school could open before Labor Day even if the dependency ceases to exist.

Approval of this request would permit these three schools to open prior to Labor Day. All other schools in Harrisonburg are eligible for a pre-Labor Day waiver because they meet the requirements of § 22.1-79.1.B.2 by having a dependent program shared with school divisions that qualify for a weather-related waiver.

A copy of the complete package submitted by the Harrisonburg City School Board is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request from Harrisonburg City Public Schools for an innovative program, pursuant to the provisions of §.22.1-79.1 of the *Code of Virginia*.

Impact on Resources: The impact on resources on the Department is not expected to be significant. There will be a fiscal and administrative burden on Harrisonburg City Schools if this request is not approved.

Timetable for Further Review/Action: The request will be presented to the Board of Education for final review and approval at the May 27, 2010 meeting. Upon approval by the Board of Education, Department of Education staff will notify the Superintendent of Harrisonburg City Public Schools that Keister, Smithland, and Stone Spring Elementary Schools are authorized to open prior to Labor Day in the 2010-2011 school year.

Board of Education Agenda Item

Item: N. **Date:** April 22, 2010

Topic: First Review of a Request for Approval of a Waiver of 8 VAC 20-131-150 of the Standards of Accreditation (5½ Hour School Day) from Montgomery County Public Schools

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Mr. Walter Shannon, Assistant Superintendent for Operations, Montgomery County Public Schools

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
- ___ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

___ Action requested at this meeting

_X_ Action requested at future meeting: May 27, 2010

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action
date _____
action _____

Background Information: The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation), at 8 VAC 20-131-150, require that the standard instructional day must average 5½ hours for students in grades 1 through 12.

However, 8 VAC 20-131-350 permits local school boards to request waivers of the regulations contained in the Standards of Accreditation, with the exception of those regulations related to requirements for graduation.

8VAC20-131-150. Standard school year and school day.

A. The standard school year shall be 180 instructional days. The standard school day for students in grades 1 through 12 shall average at least 5½ instructional hours, excluding breaks for meals and recess, and a minimum of three hours for kindergarten.

B. All students in grades 1 through 12 shall maintain a full day schedule of classes (5½ hours), unless a waiver is granted in accordance with policies defined by the local school board.

8 VAC 20-131-350. 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. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III (8VAC20-131-30 et seq.) of these regulations.

Summary of Major Elements: The Montgomery County School Board is requesting a waiver of this regulation through the end of the 2009-2010 school year because the Blacksburg High School gymnasium roof collapsed on February 13, 2010. The entire school building is closed while engineers and building officials determine the structural integrity of the school, shore up the building, and remove the debris where the gymnasium stood.

The Blacksburg High School students are now attending Blacksburg Middle School on a double shift, as the middle school could accommodate all the students. The middle school students continue to receive five hours and 31 minutes of instructional time. The high school students, however, have a four hour and 20 minute instructional day, and attend school from 2:00 p.m. until 7:15 p.m.

In a related action, the Montgomery County School Board adopted a policy permitting students to be awarded standard units of credit even though the student completes less than 140 hours of instructional time. Such a policy is permitted by 8 VAC 20-131-110, and applies only to the 2009-2010 school year.

A copy of the complete package submitted by the Montgomery County School Board is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request from Montgomery County Public Schools.

Impact on Resources: The impact on resources is not expected to be significant.

Timetable for Further Review/Action: The request will be presented to the Board of Education for final review and approval at the May 27, 2010 meeting. Upon approval by the Board of Education, Department of Education staff will notify the Superintendent of Montgomery County Public Schools

that the provision of 8 VAC 20-131-150 related to the standard school day is waived for Blacksburg High School for the remainder of the 2009-2010 school year.

Board of Education Agenda Item

Item: O. **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary

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
- ____ 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:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

8VAC20-542-20. Administering the regulations.

D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency….

H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40….

8VAC20-542-40. Standards for biennial approval of education programs.

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program….

3. Structured and integrated field experiences to include student teaching requirements….

4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences….

5. Evidence of contributions to preK-12 student achievement by candidates completing the program….

6. Evidence of employer job satisfaction with candidates completing the program….

7. Partnerships and collaborations based on preK-12 school needs….

Summary of Major Elements:

Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary have submitted requests to add new endorsement programs in the areas noted on the following chart:

Institution	Endorsement Program Requested	Level of Program
Bluefield College	• Music PreK-12 – Instrumental	Undergraduate
Christopher Newport University	• Chemistry • English as a Second Language PreK-12	Graduate Graduate
Lynchburg College	• Special Education: Adapted Curriculum K-12	Graduate
Randolph-Macon College	• Music PreK-12 – Choral/Vocal • Music PreK-12 - Instrumental	Undergraduate Undergraduate
University of Richmond	• Gifted Education - Add-on Endorsement	Graduate
The College of William and Mary	• English as a Second Language PreK-12 • Foreign Language - Chinese • Mathematics Specialist for Elementary and Middle Education • Algebra I - Add-on Endorsement	Undergraduate/ Graduate Undergraduate/ Graduate Graduate Undergraduate/ Graduate

On March 15, 2010, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant "Approved" status to the new education (endorsement) programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary.

Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the *Request for New Endorsement Program* application submitted by each institution evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.

Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on preK-12 school needs. A copy of the *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.a) Education Programs (excluding Administration and Supervision Programs)* form for each requested program endorsement area is attached in the appendix.

Superintendent's Recommendations:

1. The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement programs (including approval of partnerships) at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, and the University of Richmond.

2. The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement programs (including approval of partnerships) at The College of William and Mary.

Impact on Resources:

There is a minimum impact on resources.

Timetable for Further Review/Action:

Colleges and universities must meet requirements, including biennial reporting, for the approval of new program endorsement areas in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

APPENDIX

Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.a) Education Programs (excluding Administration and Supervision Programs)

- ***Bluefield College***
- ***Christopher Newport University***
- ***Lynchburg College***
- ***Randolph-Macon College***
- ***University of Richmond***
- ***The College of William and Mary***

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.a)

Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **Bluefield College** Submitted By: **Donna H. Watson**

Telephone Number: **(276) 326-4475** E-mail: **dwatson@bluefield.edu** Reporting Date: **May 28, 2009**

Number	**Partnership and Collaboration Name** **(Music PreK-12 – Instrumental)**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	**Tazewell County Public Schools**	Undergraduate students seeking teacher licensure are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Students observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first-year teachers to include classroom management, *Standards of Learning (SOL)* assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Tazewell County Public Schools	Yes
2.	**Bland County Public Schools**	Undergraduate students seeking teacher licensure are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Students observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first-year teachers to include classroom management, *SOL* assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Bland County Public Schools	Yes

Number	Partnership and Collaboration Name (Music PreK-12 – Instrumental)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
3.	**Mercer County (West Virginia) Public Schools**	Undergraduate students seeking teacher licensure are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Students observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first year teachers to include classroom management, *SOL* assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Mercer County (West Virginia) Public Schools	Yes
4.	**T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action--Tazewell, Virginia**	Undergraduate students seeking teacher licensure may be placed in this summer program for field experience courses or for the Introduction to the Exceptional Child course. Students work in and outside of the classroom with individual students or small groups, all of whom have IEPs.	Informal feedback from the director, teachers, and parents indicate that our students are needed to provide individual tutoring and help for the students with various disabilities. Students often assist the teacher in preparing or teaching lessons.	T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action--Tazewell, Virginia	No
5.	**Wade Community Center--Bluefield, West Virginia**	Undergraduate students seeking teacher licensure may be placed at the Center to complete some of their field experience requirements. Students work in this afterschool program with students who are struggling in school.	Students provide individual tutoring and individualized help for students who are struggling academically and socially. Students often assist in other ways such as preparing learning materials, serving food, and cleaning and painting the building.	Wade Community Center--Bluefield, West Virginia	No
6.	**Bluefield Community Orchestra and Instrumental Ensembles**	Undergraduate students seeking teacher licensure with and endorsement in Instrumental Music may participate in community based instrumental ensembles and orchestras.	Students provide needed instrument proficiency for community events.	Bluefield, West Virginia, Community Orchestra	No

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **Christopher Newport University** Submitted by: **Dr. Marsha Sprague**

Telephone Number: **757-594-7388** Email: **msprague@cnu.edu** Reporting Date: **February 8, 2010**

Number	**Partnership and Collaboration Name** **(Chemistry)**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	**Newport News Public Schools (NNPS)**	Newport News Public Schools acts as co-administrator of the Christopher Newport University (CNU) Teacher Preparation Program, providing a laboratory setting for all required field experiences. In addition, CNU faculty and NNPS staff collaborate in research and instructional design and delivery.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Latanja Riley-Hedgepeth, Human Resources Coordinator; Kathleen Pietrasanta, Staff Development; Sean Callendar, Science Supervisor; all Newport News Public Schools	Yes
2.	**NNPS: Crittenden Middle School: Field Experience for English 522--Reading and Writing in the Content Areas**	Masters of Arts in Teaching (MAT) students seeking licensure in PreK-12, middle and secondary areas are enrolled in Eng 522 and matched with students at Crittenden Middle School who are experiencing difficulties in reading. Eng 522 students spend 12 hours in tutoring these students, utilizing strategies taught in the 522 course.	NNPS Achievement Benchmark: Literacy. Increase Standards of Learning (SOL) pass rates and SOL achievement for NCLB subgroups.	Susan Beers, Reading Specialist; Stephanie Bourgeois, Principal; Crittenden Middle School, NNPS	No

Number	Partnership and Collaboration Name (Chemistry)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
3.	**NNPS: Gildersleeve Middle School: Field Experience for English 522--Reading and Writing in the Content Areas**	(1) MAT students complete 12 hours in tutoring students, utilizing strategies taught in the 522 course. (2) Pre-MAT students who are interested in teaching meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	NNPS Achievement Benchmark: Literacy. Increase SOL pass rates and SOL achievement for NCLB subgroups.	Jean Winkeler, Reading Specialist; Ben Hogan, Principal; Gildersleeve Middle School, NNPS	No
4.	**NNPS: Menchville High School: Field Experience for Soc 314L--Sociology of Education**	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Bobby Surry, Principal, Menchville High School, NNPS	No
5.	**Balboa Academy, Panama (K-12)**	MAT students are given the opportunity to work for five weeks (almost half of the internship semester) in an American School in the Republic of Panama as part of their student teaching.	Balboa Academy seeks to prepare its graduates through the American educational system. Opportunities for teacher development are sought.	Jean Lamb, Director, Balboa Academy	Yes
6.	**Holy Cross Anglican School, (K-8) Belize, Central America**	MAT students may choose to select a course in "Teaching Across Cultures" which requires them to teach in a public Belize school for two weeks while they analyze the contrasting educational system of that country.	Holy Cross seeks to introduce its students and teachers to effective teaching methodology.	Francis Wilson, Director, Holy Cross Anglican school	No

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **Christopher Newport University** Submitted By: **Dr. Marsha Sprague**

Telephone Number: **(757) 594-7388** E-mail: **msprague@cnu.edu** Reporting Date: **February 8, 2010**

Number	Partnership and Collaboration Name English as a Second Language (ESL) PreK-12	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	**Newport News Public Schools (NNPS)**	Newport News Public Schools (NNPS) acts as co-administrator of the Christopher Newport University (CNU) Teacher Preparation Program, providing a laboratory setting for all required field experiences. In addition, CNU faculty and NNPS staff collaborate in research and instructional design and delivery.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Latanja Riley-Hedgepeth, Human Resources Coordinator; Kathleen Pietrasanta, Staff Development; Sean Callendar, Science Supervisor; all Newport News Public Schools	Yes
2.	**NNPS: Crittenden Middle School: Field Experience for English 522--Reading and Writing in the Content Areas**	Masters of Arts in Teaching (MAT) students seeking licensure in PreK-12, middle and secondary areas are enrolled in Eng 522 and matched with students at Crittenden Middle School who are experiencing difficulties in reading. Eng 522 students spend 12 hours in tutoring these students, utilizing strategies taught in the 522 course	NNPS Achievement Benchmark: Literacy. Increase Standards of Learning *(SOL)* pass rates and *SOL* achievement for NCLB subgroups.	Susan Beers, Reading Specialist; Stephanie Bourgeois, Principal; Crittenden Middle School, NNPS	No
3.	**NNPS: Gildersleeve Middle School: Field Experience for English**	(1) MAT students complete 12 hours in tutoring students, utilizing strategies taught in the	NNPS Achievement Benchmark: Literacy. Increase *SOL* pass rates and *SOL* achievement for NCLB	Jean Winkeler, Reading Specialist; Ben Hogan, Principal; Gildersleeve	No

Number	Partnership and Collaboration Name English as a Second Language (ESL) PreK-12	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
	522--Reading and Writing in the Content Areas	522 course. (2) Pre-MAT students who are interested in teaching meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	subgroups.	Middle School, NNPS	
4.	**NNPS: Hidenwood Elementary School: Field Experience for Soc 314L--Sociology of Education**	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Brian Nichols, Principal Hidenwood Elementary, NNPS	No
5.	**NNPS: Menchville High School: Field Experience for Soc 314L--Sociology of Education**	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Bobby Surry, Principal Menchville High School, NNPS	No
6.	**NNPS: Sanford Elementary School: Field Experience for Psych 521--Reading Acquisition**	MAT students seeking elementary licensure utilize concepts taught in the 521 course to complete 18 hours of tutoring students who are experiencing difficulty in reading comprehension and/or decoding. Students work closely with the school's reading specialist and are matched with specific students for the duration of the experience.	NNPS Achievement Benchmark: Literacy. Increase *SOL* pass rates and *SOL* achievement for NCLB subgroups.	Kittie Morgan, Reading Specialist; Principal; Sanford Elementary, NNPS	No

Number	Partnership and Collaboration Name English as a Second Language (ESL) PreK-12	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
7.	**NNPS: Sedgefield Elementary School: Field Experience for Eng 311/511-- Teaching English to Speakers of Other Languages (TE*SOL*)**	MAT students seeking licensure in elementary or English spend 10 hours in observation of classroom teachers as they work with E*SOL* students.	NNPS Achievement Benchmark: Literacy. Increase *SOL* pass rates and *SOL* achievement for NCLB subgroups.	Roberta Thayer-Smith, Asst. Principal; Patricia Tilghman, Principal, Sedgefield Elementary, NNPS	No
8.	**Balboa Academy, Panama (K-12)**	MAT students are given the opportunity to work for five weeks (almost half of the internship semester) in an American School in the Republic of Panama as part of their student teaching.	Balboa Academy seeks to prepare its graduates through the American educational system. Opportunities for teacher development are sought.	Jean Lamb, Director Balboa Academy	Yes
9.	**Holy Cross Anglican School, (K-8) Belize, Central America**	MAT students may choose to select a course in "Teaching Across Cultures" which requires them to teach in a public Belize school for two weeks while they analyze the contrasting educational system of that country.	Holy Cross seeks to introduce its students and teachers to effective teaching methodology.	Francis Wilson, Director, Holy Cross Anglican school	Yes

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **Lynchburg College** Submitted By: **Jan S. Stennette**

Telephone Number: **(434) 544-8662** E-mail: **stennette@lynchburg.edu** Reporting Date: **March 3, 2010**

Number	**Partnership and Collaboration Name** **(Special Education: Adapted Curriculum K-12)**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	**Internships in Special Education-Adapted Curriculum K-12**	Students work in adaptive settings with cooperating teachers to plan lessons, including small and whole group instruction at the K-12 level. Students work with students on Virginia Alternate Assessment Program functional curriculum.	Lynchburg College provides graduate interns to schools to work with students with identified adaptive needs.	Amherst County Appomattox County Campbell County Laurel Regional Program Lynchburg City Nelson County	No
2.	**Advanced Applications Field Experience in Adaptive Curriculum**	Graduate students work collaboratively with Laurel Regional Program and Central Virginia Training Center to design and research curriculum and materials for individuals with significant disabilities.	Graduate students provide needed services to the Laurel Regional Program and the Central Virginia Training Center (CVTC) for K-12 school needs.	Central Virginia Training Center Laurel Regional Program	No
3.	**Homebound Program**	Homebound instruction: a collaborative program to provide graduate students an opportunity to develop experience teaching individual students while supporting each school division's efforts to provide appropriate education to students with medical/health needs which prevent them from attending	The program was developed as a special program. The primary focus is to serve students who are homebound.	Campbell County	No

Number	Partnership and Collaboration Name (Special Education: Adapted Curriculum K-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		school.			
4.	**Autism Spectrum Disorders (ASD): Central Virginia Regional Consortium**	Autism spectrum disorders: School divisions needed to have trained teachers and special educators who could provide direct and supportive services related to students with these disorders. A 12-credit training sequence was developed with grant support.	The consortium meets bi-monthly to discuss current projects and identify future needs. The primary focus is specialized ASD training.	Amherst County Appomattox County Bedford County Campbell County Lynchburg City Lynchburg College	Yes, within the context of a collaborative proposal submitted to SCHEV

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **Randolph-Macon College** Submitted By: **Brenda M. Davis and Christopher O. Ryder**

Telephone Number: **(804) 752-3149** E-mail: **bdavis@rmc.edu** Reporting Date: **May 26, 2009**

Number	Partnership and Collaboration Name (Music PreK-12 – Vocal/Choral and Instrumental)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	**John Gandy Elementary School**	Students assist with tutorials and athletic activities.	Academic needs of students are addressed.	Varied student organizations and field work placements; John Gandy Elementary School representatives	Yes
2.	**Henry Clay Elementary School**	Education students serve as mentors for Reading Olympics.	Reading improvement for K-12 students is implemented.	Education elementary minors; Henry Clay Elementary School representatives	Yes
3.	**Patrick Henry High School**	Varied tutorial activities, including faculty speakers are provided.	Student academic needs, future teacher enrichment for students, and faculty resources are provided.	Randolph-Macon College (R-MC) faculty and education students; Patrick Henry High School representatives	Yes
4.	**Stafford High School Colonial Forge High School Brooke Point High School**	A faculty clinic is conducted with choral music students.	Students prepare for competition in District Festival.	R-MC faculty; Stafford High School, Colonial Forge High School, and Brooke Point High School representatives	No
5.	**North Stafford High School Mountain View High School**	Faculty adjudication of choral music groups is held.	Choral groups prepare for District Festival.	R-MC faculty; North Stafford High School and Mountain View High School representatives	No
6.	**Hanover County Public Schools**	Student teaching in vocal/choral and instrumental music will be implemented.	Preparation for future teachers and student enrichment are addressed.	R-MC faculty and education students; Hanover Public Schools representatives	No

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **University of Richmond** Submitted By: **Patricia Stohr-Hunt**

Telephone Number: **(804) 289-8432** E-mail: **pstohrhu@richmond.edu** Reporting Date: **March 3, 2010**

Number	Partnership and Collaboration Name (Gifted Education – Add-on endorsement)	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	**Mentor Teacher Institute**	This is a partnership with school divisions to train teachers to mentor student teachers and first year-teachers.	All participating teachers work in hard-to-staff schools. The schools requested training specifically for these teachers in an effort to better mentor candidates and help retain new teachers in challenging positions.	Chesterfield County Hanover County Henrico County	Yes
2.	**Student Teaching Partnerships**	This is a partnership with school divisions to place student teachers in public schools.	University of Richmond candidates are not only in the schools to learn to be effective teachers, but they also are there to serve the students and help full-time teachers deliver the curriculum.	Chesterfield County Hanover County Henrico County Goochland County Richmond City Public Schools	Yes
3.	**Book Buddies**	This is a partnership in which preservice teachers tutor first-and second-grade students who score low on the Phonological Awareness Literacy Screening assessment.	The school division requested help in providing one-on-one instruction for students in the area of reading.	Henrico County	Yes
4.	**Middle and High School Practicum Partnerships**	This is a partnership with school divisions to place candidates in classrooms with experienced teachers who mentor them on a weekly basis.	During the practicum experience, candidates directly serve the needs of the teacher and students by working with individual students and with small groups.	Chesterfield County Hanover County Henrico County	Yes
5.	**Elementary Mathematics Practicum**	This is a partnership in which preservice teachers work with individual students and lead small group mathematics instruction in grades three through five.	The school division requests assistance to work in schools where students need additional help in mathematics.	Henrico County	No

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **The College of William and Mary** Submitted By: **Christopher R. Gareis, Ed.D.**

Telephone Number: **(757) 221-2319** E-mail: **crgare@wm.edu** Reporting Date: **May 21, 2009**

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	**The William and Mary Clinical Faculty Program**	This is a program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County [WJCC], and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes
2.	**Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects**	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George,	Yes

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	learning and transition needs of individual students by improving student education through enhanced professional practice.	Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	
3.	**Project HOPE—Virginia**	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development; Virginia Inter-Agency Council on Homelessness;	Yes

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
				U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	
4.	**Focus on the Future**	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also informs parents of considerations and guidelines for effective career and academic planning.	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No (N/A)
5.	**Saturday and Summer Enrichment Programs**	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops student's abilities, talents, and interests. It also promotes the exploration of academic disciplines. The Saturday and Summer Enrichment Program extends learning	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.		
6.	**School-University Research Network SURN**	The mission of the School-University Research Network (SURN) is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

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Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **The College of William and Mary** Submitted By: **Christopher R. Gareis, Ed.D.**

Telephone Number: **(757) 221-2319** E-mail: **crgare@wm.edu** Reporting Date: **May 21, 2009**

Number	**Partnership and Collaboration Name** **(Foreign Language PreK-12 – Chinese)**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	**The William and Mary Clinical Faculty Program**	This is a program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes
2.	**Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects**	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately,	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region	Yes

Number	Partnership and Collaboration Name (Foreign Language PreK-12 – Chinese)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	
3.	**Project HOPE—Virginia**	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I,	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development;	Yes

Number	Partnership and Collaboration Name (Foreign Language PreK-12 – Chinese)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		special education, and Head Start.		Virginia Inter-Agency Council on Homelessness; U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	
4.	**Focus on the Future**	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also informs parents of considerations and guidelines for effective career and academic planning.	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No (N/A)
5.	**Saturday and Summer Enrichment Programs**	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. It also promotes the exploration of	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No

Number	Partnership and Collaboration Name (Foreign Language PreK-12 – Chinese)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	academic disciplines. The Saturday and Summer Enrichment Program extends learning opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.		
6.	**School-University Research Network (SURN)**	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.a)

Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **The College of William and Mary** Submitted By: **Christopher R. Gareis, Ed.D.**

Telephone Number: **(757) 221-2319** E-mail: **crgare@wm.edu** Reporting Date: **May 21, 2009**

Number	Partnership and Collaboration Name (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	**NCLB Grant Project: Building Learning Communities to Close the Achievement Gap in Mathematics**	This is a collaborative project through The College of William and Mary School-University Research Network (SURN) with funding from the State Council of Higher Education for Virginia (SCHEV) to provide research-based professional development and support to teams of middle school teachers from nine school divisions (Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City County, and York County).	This partnership aims to improve middle school students' achievement in mathematics by developing middle school teachers' knowledge and skills in mathematics and in research-based pedagogy. Mathematics is a core subject and partnering school divisions continue to work toward having all students meet the *Standards of Learning* in mathematics at the middle school level.	Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City County, and York County Public Schools; School University Research Network (Dr. Jan Rozzelle, Director)	Yes
2.	**The College of William and Mary Clinical Faculty Program**	This program is supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County,	The mission of The College of William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes

Number	Partnership and Collaboration Name (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		and York County).	aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.		
3.	**Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects**	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	Yes

Number	Partnership and Collaboration Name (Mathematics Specialist for Elementary and Middle Education)	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
4.	**Project HOPE—Virginia**	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development; Virginia Inter-Agency Council on Homelessness; U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	Yes
5.	**Focus on the Future**	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska,	No (N/A)

Number	Partnership and Collaboration Name (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		informs parents of considerations and guidelines for effective career and academic planning.	extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Executive Director)	
6.	**Saturday and Summer Enrichment Programs**	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. It also promotes the exploration of academic disciplines. The Saturday and Summer Enrichment Program extends learning opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No
7.	**School-University Research Network SURN**	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk,	Yes

Number	Partnership and Collaboration Name (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		services among division partners.	constituent school divisions.	Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.a)

Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **The College of William and Mary** Submitted By: **Christopher R. Gareis, Ed.D.**

Telephone Number: **(757) 221-2319** E-mail: **crgare@wm.edu** Reporting Date: **May 21, 2009**

Number	Partnership and Collaboration Name (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
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2.	**The College of William and Mary Clinical Faculty Program**	A program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County,	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County (WJCC), and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes

Number	Partnership and Collaboration Name (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		and York County).	teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.		
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Number	Partnership and Collaboration Name (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
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5.	**Focus on the Future**	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. Van Tassel Baska,	No (N/A)

Number	Partnership and Collaboration Name (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		informs parents of considerations and guidelines for effective career and academic planning.	extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Executive Director)	
6.	**Saturday and Summer Enrichment Programs**	Programs for high ability students are offered through the Center for Gifted Education for students in grades K-9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. It also promotes the exploration of academic disciplines. The Saturday and Summer Enrichment Program extends learning opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No
7.	**School-University Research Network (SURN)**	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk,	Yes

Number	Partnership and Collaboration Name (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		services among division partners.	constituent school divisions.	Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	

Board of Education Agenda Item

Item: P. **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit with Stipulations the Professional Education Program at Washington and Lee University through a Process Approved by the Board of Education and Approve the Education (Endorsement) Programs

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:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

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:

<u>Standard 1: Program Design</u>. 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.

<u>Standard 2: Candidate Performance on Competencies for Endorsement Areas</u>. 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:

Washington and Lee University requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 29-December 2, 2009. The institution requested education (endorsement) programs in the following areas:

Early/Primary Education PreK-3
Elementary Education PreK-6
Middle Education 6-8
Foreign Languages: French, German, Spanish, and Latin
Visual Arts
Music Education: Instrumental
Theatre Arts
Computer Science
English
History and Social Science
Mathematics
Sciences: Biology, Chemistry, and Earth Science
Journalism (add-on endorsement)
Mathematics-Algebra I (add-on endorsement)

Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on preK-12 school needs. A copy of the *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.a) Education Programs (excluding Administration and Supervision Programs)* form for the requested education (endorsement) programs is attached.

Attached are the *Professional Education Program Review Team Report of Findings* and a letter from Dr. Kenneth B. Ruscio, president, Washington and Lee University, in 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 RECOMMENDATIONS**
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Not Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

On March 15, 2010, the Advisory Board on Teacher Education and Licensure reviewed the report from the on-site team. In addition, ABTEL was advised that the education programs requested were reviewed by content specialists and are aligned with the endorsement competencies. ABTEL voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Washington and Lee University be "accredited with stipulations," and approve the requested education (endorsement) areas. 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.*

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and 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 Washington and Lee University be "accredited with stipulations," and approve the education (endorsement) programs. 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

- ***Professional Education Program Review Team Report of Findings***
- **Letter from Virginia Department of Education Regarding the *Professional Education Program Review Team Report of Findings***
- **Letter from Dr. Kenneth P. Ruscio, president, Washington and Lee University, in response to the *Professional Education Program Review Team Report of Findings***
- **Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.a) Education Programs (excluding Administration and Supervision Programs)**

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Washington and Lee University
Lexington, Virginia
November 29 – December 2, 2009

***Members of the Review Team*:**

Dr. William H. Graves, III, Chair
Dr. Spencer R. Baker
Dr. Vennitta C. McCall
Dr. Karen L. Parker

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: **Washington and Lee University**

Standards **Overall Recommendation: Accredited with Stipulations**		**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 _X_ Met Minimally with Significant Weaknesses ___ Not 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 8VAC20-542-70 through 8VAC20-542-600.	___ Met ___ Met Minimally with Significant Weaknesses _X_ Not Met
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.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
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.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met

Overall Recommendation: ***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 the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-60).

I. Introduction:

Institutional Descriptions

Overview

Washington and Lee University (W&L) has requested accreditation of its professional education program through a process approved by the Virginia Board of Education. W&L has elected to meet the standards of the accreditation process through the Rockbridge Teacher Education Consortium (RTEC), collaboration between W&L and the Virginia Military Institute (VMI). The lead institution in the RTEC is W&L. The RTEC was established to form a dynamic teacher education program which is based on the common values shared by the two liberal arts colleges and on the strengths of W&L and VMI.

Accreditation by the Virginia Board of Education for the professional education program will reside with W&L, and this institution will be responsible for submitting to the Virginia Department of Education (VDOE) all information regarding the approved programs and the performance of its teacher candidates and graduates as required by the Board. Through the auspices of its teacher education program, W&L will provide the VDOE licensure recommendations for RTEC students who complete its approved requirements for licensure as teachers in the PreK-12 schools of the Commonwealth of Virginia.

Washington and Lee University

Washington and Lee University is an independent, nonsectarian, and privately endowed institution of higher education located in Lexington, Virginia. A highly selective institution, W&L admission policies reflect the institution's desire to enroll students with the highest qualities of intellect, character, and promise for future achievement.

The W&L mission is to provide its students a liberal arts education that develops students' capacity to think freely, creatively, and humanely while conducting themselves with honor, integrity, and civility. Graduates are prepared for lifelong learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

W&L is organized around three divisions, the School of Law and two undergraduate entities--the College and the Williams School of Commerce, Economics, and Politics. W&L is a charter member of the Southern Association of Colleges and Schools (SACS). W&L had its regional accreditation reaffirmed by SACS in 2009 for the ten year period beginning in January 2010.

Virginia Military Institute

Virginia Military Institute is a public, four-year college located in Lexington, Virginia. The mission of VMI is to produce educated and honorable men and women who are prepared for the varied work of civil life, imbued with the love of learning, confident in the functions and attitudes of leadership, possess a high sense of public service, advocate for American democracy

and a free enterprise system, and are ready as citizen-soldiers to defend their country in time of national peril.

VMI offers a multifaceted program consisting of academic studies, barracks life, and athletics. Through these programs, VMI intends to produce graduates who have leadership and academic skills coupled with high ethical standards and commitment to lifelong health and vigor.

VMI's academic programs include a broad four-year core curriculum and fourteen majors in engineering, science, liberal arts, and social sciences. VMI had its regional accreditation reaffirmed by SACS in 2007.

Institutional Demographics

Descriptors	**Washington and Lee University**	**Virginia Military Institute**
Enrollment	2,155 (undergraduate 1,752)	1,400
Percent Male	50	92
Percent Female	50	8
Percent Virginians	15	60
Percent White, Non-Hispanic	85	85
Percent Nonwhite	11	13
Percent International Students	4	2

<u>Community Description: Rockbridge County, Virginia</u>

W&L and VMI are located in Rockbridge County, a rural community situated in the southern end of the Shenandoah Valley in southwestern Virginia between the Blue Ridge Mountains on the east and the Allegheny Mountains on the west. The service area includes the schools in Rockbridge County and in the cities of Buena Vista and Lexington.

While not diverse racially, Rockbridge County includes college communities, local professionals, retirees from other parts of the U.S., and residents whose cultural heritage stems from Virginia's colonial period as a frontier region that has come to be known as Appalachia. Aside from commerce and education, the principal industry of the county is agriculture as it has been since the 18th century.

The population of Lexington includes a highly educated population of students, faculty and staff from W&L and VMI, retirees, and local merchants and professionals who serve the needs of the college communities. In Lexington, the elementary school qualifies for ESEA Title I funds.

The city of Buena Vista is Rockbridge County's industrial center as it has been since the 1890s. Somewhat smaller than Lexington, Buena Vista has proportionately fewer high school graduates, college graduates, nonwhites, and people living below the poverty line than does the city of Lexington. The racial make-up in 2000 was 94 percent White, five percent African-American,

and one percent all other census groups. Twenty-three percent of Buena Vista's population is less than 18 years old. There are two public elementary schools, one middle school, and one high school in Buena Vista.

Demographic Indicators for the Rockbridge Area

Demographic Indicator	Rockbridge County	Lexington	Buena Vista
Population, 2004 Estimate	21,084	6,910	6,230
High School Graduates	71.0%	77.1%	69.0%
College Graduates	18.7%	42.6%	10.5%
Non-English Speaking	3.0%	7.7%	2.7%
People of Color	4.6%	14%	2.4%
Average Household Income	$39, 186	$43,602	$34,772
Persons Below Poverty	9.6%	21.6%	10.4%

(Census Data, 2000)

Rockbridge Teacher Education Consortium (RTEC)

Mission of RTEC

Washington and Lee University refers to its program as the Rockbridge Teacher Education Consortium (RTEC). Through the RTEC, W&L intends to develop a dynamic teacher education program that benefits from the common values shared by W&L and VMI, both small, liberal arts colleges. The mission of the RTEC is to capitalize on the strengths of its two member institutions to prepare students to become teachers who are intelligent, compassionate, honorable, and dynamic leaders in their classrooms, schools, and communities.

The RTEC program rests on the four core components which are leadership, rigor, service, and diversity. These components shape this teacher education program and are attributes the RTEC seeks to develop in teacher candidates and values that characterize the RTEC.

1. ***Leadership.*** Upon graduation, the RTEC expects its teacher candidates to become effective leaders who are capable of helping others strive to high levels of achievement. This involves teachers who are able to:

   - collaborate with others to envision future direction and strategies;
   - motivate students and fellow teachers to use their strengths to achieve at high levels and persevere when needed;
   - make decisions, organize activities, and manage their classroom; and
   - serve as agents for change and excellence in their schools and communities.

The RTEC will prepare teacher candidates for these leadership roles through professional courses that require initiative, as well as opportunities for learning and practicing effective leadership roles in the campus community, classroom, and structured fieldwork. As a requirement for a recommendation for teacher licensure by W&L, teacher candidates must participate in:

- community-based projects;
- service-learning activities; and
- co-curricular programs.

Therefore, in addition to the leadership development and service activities candidates will complete in their education courses, students also will be required to have leadership experience in a co-curricular activity.

2. ***Rigor***. Academic excellence is central to both institutions. W&L and VMI have long histories of setting high standards. RTEC's faculty reflect this strength through a strong commitment to in-depth preparation, intense academic expectations, and extensive personal attention and support for all students. The graduates of RTEC program will become teachers who are able to:

- engage in critical thinking, analysis and communication;
- integrate theory and practice in their teaching;
- teach content knowledge with appropriate mastery and expertise;
- use a variety of instructional methods, while knowing their own strengths as teachers;
- use technology for instructional purposes and for analyzing data;
- draw on research and experience to design outstanding instructional resources and evaluate external resources;
- engage in self-refection and self-assessment of their teaching; and
- perform with a strong sense of honor and ethical standards.

Consistent with the liberal arts tradition of educating the whole person, the RTEC teacher candidate should be capable of using innovative teaching methods to engage all students, including those with special needs. The RTEC instills these attributes in its teacher candidates through academic coursework. Therefore, in each professional education course teacher candidates are required to:

- develop at least one major paper or curriculum project;
- make at least one presentation;
- use technology as part of the course;
- engage in assignments that encourage them to reflect on the assumptions and beliefs they bring to their teaching;
- use data or other information to support self-assessment;
- engage in research through a number of methods of inquiry;
- participate in class activities that involve the integration of theory and practice;

- participate in class activities that demonstrate effective and varied teaching methods; and
- analyze the values involved in making instructional decisions.

RTEC emphasizes fieldwork as a major part of student learning. Every education course has a co-requisite practicum course. This fieldwork component involves frequent exchanges among education faculty, clinical faculty, and students. A large part of the learning and assimilation of important values and attributes occurs through practicum experience.

3. ***Service.*** Upon graduation, teacher candidates are expected to demonstrate a strong commitment to service. Service is integral to leadership, but in principle and action, service has its own unique qualities. RTEC believes that a commitment to service is evident in teacher candidates who are capable of:

- effective involvement in community-based activities and a wide range of volunteer activities; and
- teaching in a student-centered manner attuned to the needs of all students.

These qualities are developed in RTEC through a variety of channels. W&L and VMI focus on service as part of their overall mission and traditional values. As teacher candidates participate in the life of their campus, they will be able to participate in service activities.

RTEC also believes that service can be manifested in the way teachers teach. A service-oriented teaching style is student-centered and attuned to the needs of all children. It seeks to address the learning challenges that many students experience. It is this level of commitment and persistence to the needs of children that best exemplifies teaching as a helping profession. These qualities will be promoted and valued in each of the education courses, and will be especially relevant to the mentoring and learning that occurs through fieldwork.

4. ***Diversity.*** RTEC expects each of its graduates to enter the profession as teachers who are prepared to work in school environments characterized by diversity. A rich array of instructional strategies also has emerged that enables teachers to engage diverse learners effectively.

Therefore, RTEC prepares teacher candidates who are capable of:

- communicating and developing relationships with people from different economic, educational or ethnic backgrounds.
- using their interpersonal skills to collaborate with others as a trusted and sharing team member;
- using innovative instructional methods, including differentiated instruction, designed to engage all students in learning;
- evaluating and implementing new curricula and resources designed to facilitate learning among all students; and
- identifying and assessing student learning using multiple techniques.

Some of these attributes and skills will be addressed as teacher candidates from each college work together in education classes. Because the colleges within the consortium draw from somewhat different student populations, teacher candidates will be exposed to a range of opinions and interests by interacting with their RTEC peers. In addition, this goal will be supported by placing teacher candidates in fieldwork at a number of different schools within the county. This rotation of placements will assure that teacher candidates are exposed to school populations with differing characteristics.

Rationale for RTEC

The chief reasons for the RTEC establishment are:

- proximity of the two institutions;
- need and desire of teacher candidates enrolled at W&L and at VMI to participate in programs in closer proximity than their former partner of Mary Baldwin College in Staunton;
- opportunities for a richer teacher education program through institutional collaboration; and
- professional development and collaboration/partnerships with local schools.

Student Enrollment at W&L in the Mary Baldwin College Program and Projections of Candidates Interested in Enrolling in a W&L Program

(*Note: All proposed program endorsement areas are at the undergraduate level. Prior to requesting Board of Education accreditation and program approval, W&L collaborated with Mary Baldwin College for students to obtain licensure.)*

Program	**Winter 2007 to Fall 2009 Enrollment**	**Winter/Fall 2010 Enrollment Projections**	**Total Enrollment (Winter 2007 plus Fall 2010 Projections)**
Computer Science	---	---	---
English	17	8	25
Early/Primary Education PreK-3	---	1	1
Elementary Education PreK-6	83	33	116
Foreign Language PreK-12: French	---	1	1
Foreign Language PreK-12: German	---	---	---
Foreign Language PreK-12: Latin	---	---	---
Foreign Language PreK-12: Spanish	1	6	7
History and Social Sciences	24	17	41
Mathematics	4	3	7
Middle Education 6-8: English	8	2	10
Middle Education 6-8: History and Social Sciences	---	1	1

Program	Winter 2007 to Fall 2009 Enrollment	Winter/Fall 2010 Enrollment Projections	Total Enrollment (Winter 2007 plus Fall 2010 Projections)
Middle Education 6-8: Mathematics	3	3	6
Middle Education 6-8: Science	2	2	4
Music Education – Instrumental PreK-12	---	2	2
Science: Biology	1	3	4
Science: Chemistry	1	4	5
Science: Earth Science	---	---	---
Theatre Arts PreK-12	---	---	---
Visual Arts PreK-12	---	1	1
Algebra I (add-on endorsement)	---	4	4
Journalism (add-on endorsement)	---	2	2
Total	144	93	237

The proposed W&L Teacher Education Program—RTEC—will offer no off-campus endorsement programs and no credit-bearing courses via distance learning. Because this is a new program, there are no major changes anticipated.

II. Findings for Each Standard:

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

A. <u>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</u>:

1. <u>The program design includes a statement of program philosophy, purposes and goals.</u>

   The mission of the proposed W&L Teacher Education Program (RTEC) is to capitalize on the strengths of its two member institutions, W&L and VMI, to prepare students to become teachers who are intelligent, compassionate, honorable, and dynamic leaders in their classrooms, schools, and communities.

   The RTEC has developed a framework based on four components:

   a. ***Leadership.*** Upon graduation, teacher candidates are expected to become effective leaders who are capable of helping others strive to high levels of achievement.
   b. ***Rigor***. Academic excellence is central to both institutions. W&L and VMI have long histories of setting high standards. RTEC's faculty will reflect this strength through a strong commitment to in-depth preparation, intense academic expectations, and extensive personal attention and support for all teacher candidates.

c. ***Service.*** Upon graduation, each teacher candidate is expected to have a strong commitment to service. Service is integral to leadership, but in principle and action, service has its own unique qualities.

d. ***Diversity.*** RTEC expects each of its graduates to enter the profession as teachers who are prepared to work in school environments characterized by diversity.

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

Competencies published in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-70-600) have been reviewed and courses developed for the proposed W&L teacher education program. Additionally, current courses taught by W&L in the previously established agreement with Mary Baldwin College have been reviewed.

The RTEC program design provided in the Exhibits and Institutional Report includes the RTEC course offerings, courses required for each proposed endorsement, and the course descriptions and syllabi for the course offerings.

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

In developing its teacher education program, RTEC has been guided by research on exemplary licensure programs. In particular, they have focused on qualities identified by Arthur Levine in his 2006 report, *Educating School Teachers*. Levine states that strong teacher education programs:

- develop excellent teachers based on a clearly defined, shared, and authentic mission that leads to action;
- work at building the conditions that make it possible to implement a shared mission;
- provide a coherent and innovative up-to-date curriculum;
- offer courses that meet high academic standards;
- provide structured field experiences from the beginning of the teacher candidate's entrance into teacher education to the point that they enter the profession; and,
- build a close partnership with the local community of schools represented by a spirit of service and hands-on, collaborative co-learning.

In addition, the ten principles for teacher education and licensure established by the ***I****nterstate* ***N****ew* ***T****eacher* ***A****ssessment and* ***S****upport* ***C****onsortium (INTASC)* directly influence the objectives and content of all RTEC education courses. RTEC has aligned its courses, fieldwork, and student teaching with the INTASC principles. Also, all courses include content on the *Virginia Standards of Learning* (SOL). For example, the instructors in Teaching Elementary Reading and Secondary Content Area Reading and Writing require teacher candidates to use the SOL in all lesson planning.

However, in currently published materials, it is difficult to determine the total number of credit hours required for each endorsement because various requirements are listed in different locations.

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.

   The RTEC Framework is based on the alignment of the Four Components: Leadership, Rigor, Service, and Diversity, with the INTASC Principles and Danielson's *Framework for Teachers.* Professional course objectives in the syllabi for education courses are integrated with INTASC Principles and the components of the assessment process are outlined in the Framework. However, interviews with liberal arts faculty from both colleges and with PreK-12 personnel indicated a lack of awareness and understanding of the RTEC Framework.

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.

      W&L serves as the lead campus through its Department of Teacher Education. The teacher education faculty at W&L provide the leadership needed to develop and implement these cooperative systems and ensure standardized quality control and work with the VMI program leader to hold regular, ongoing faculty meetings that ensure faculty continue to plan, learn, and work together towards continuous improvement. The two colleges will cooperate in organizing, sharing, and coordinating course numbers, pertinent records, enrollment data, and financial arrangements.

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

      To ensure that the consortium as a whole and each individual course offers the same content at commonly high levels of quality, an ongoing assessment component is outlined in the RTEC Framework that provides continual feedback to program leaders. The assessment collects quantitative and qualitative data that allows RTEC faculty to review success in achieving targeted teacher candidate outcomes consistent with the four components of leadership, rigor, service, and diversity. In addition to reviewing outcomes from teacher candidate testing, field experience, and course evaluations, teacher candidates maintain a portfolio that captures their experiences in the program.

Data needed by the Virginia Department of Education also are collected and will be reported in accordance with VDOE guidelines.

A comprehensive assessment plan to collect and analyze the data outlined in the RTEC Framework was not evidenced during the on-site review. The RTEC Framework is not reflected in the field experience evaluation and teacher candidate teaching evaluation documents.

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

The Foundations of Education course is open to all students at VMI and W&L. However, after the initial education course is completed, teacher candidates who wish to continue in the W&L Teacher Education Program and students who desire to take teacher education courses, but who do not wish to pursue licensure, must request permission from the director of teacher education to continue taking education courses.

While current records indicate that the majority of teacher candidates who enroll in education courses at W&L and VMI seek licensure, the colleges also serve those who wish to teach at private or Catholic schools; however, all teacher candidates must meet the department's standards. RTEC is invested in maintaining high quality and in honoring its partnership with the local schools. Prospective teacher candidates who appear to lack commitment to excellence in fieldwork placements are not allowed to enroll in education courses. Evaluation information is solicited from cooperating teachers to assure that their concerns are an integral part of the admissions process. Each college allows teacher candidates to enroll in upper-level teacher education courses, using common admission standards. Candidates are required to earn a grade of 2.0 or better in all education courses.

Requirements for program entry point are not clearly specified.

6. <u>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:</u>

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.

Beginning with the first course in the RTEC program, Foundations of Education, teacher candidates complete hours of observation in local public schools. Teacher candidates complete course assignments such as journals and reflective papers intended to assure teacher candidates are observing the relationship between theory and practice. Each course in the RTEC sequence includes a practicum component. In

addition to time spent in observation, the course will require completion of content-specific assignments to assure the teacher candidate connects the course material to the classroom.

During the program, all candidates are required to complete placements in at least two of the community school systems (Buena Vista City Schools, Lexington City Schools, and Rockbridge County Schools). One of their placements must include at least one experience in a high-poverty, rural school setting. Additionally, teacher candidates are encouraged to take the elective course EDUC 369 *Urban Education* to expand their experiences in diverse settings by completing field work in a Richmond City school.

Requirements stated in the Institutional Report were not found in current publications available to teacher candidates and advisors.

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.

Faculty supervisors meet each semester with the cooperating teachers and share expectations at an initial triad meeting with the student teacher and cooperating teacher to convey the importance of communication, cooperation, and collaboration for successful field experiences. RTEC provides a handbook written for the cooperating teachers with requirements, suggestions, and all the evaluative forms needed to assess candidate performance. This includes participation in functions such as faculty meetings, parent-teacher conferences, and school board meetings. Although the Institutional Report indicated that the handbook encourages the candidate to be a part of the teacher's interactions with parents, colleagues, and community stakeholders, no reference of community interaction was located in the current draft of the Student Teaching Handbook.

There is no requirement for parent and community interaction in the Practicum Handbook and the Student Teaching Handbook.

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.

No statement of the minimum hours required for student teaching was identified in the materials examined and teacher candidates who were interviewed were unaware of the specific number of hours required, although they knew that student teaching requires a minimum of 300 clock hours. There is a need to specify the required student teaching hours in the Student Teaching Handbook and the syllabus for student teaching. The *Regulations Governing the Review and Approval of Education Programs in Virginia*

require "…the student teaching experience should provide for the prospective teacher to be in classrooms full-time for a minimum of 300 clock hours including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought."

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.

As indicated in 6a above, the RTEC sequence of field experiences begins with observation in the first education course and culminates in student teaching. Additionally, each course provides class time for discussion and elaboration of field experiences. Assignments from the seminars and courses encourage peer observation as well as active self-reflection through the keeping of journals, completing classroom management plans, and reflecting on videotaped lessons.

Recommendation: Prepare a narrative for the Practicum Handbook to articulate the rationale for the developmental sequence of field experiences that progressively increases teacher candidate responsibilities in the K-12 setting. For example, begins with observation, adds assisting duties, teaches a lesson, and ends with full classroom responsibility.

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.

Evaluation forms have been developed for practica and for student teaching. Student teachers also compile a portfolio with formal reflections on lessons and complete formal mid-term and final self-evaluations. Teacher candidates report that they do not receive feedback from the evaluation forms that are submitted by cooperating teachers to the Teacher Education Department.

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 collaborate with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the *Virginia Standards of Learning*.

Faculty who teach general and content area courses view a teacher education program as another resource for the majors in their departments. Liberal arts faculty willingly provide syllabi as well as advice on how to complete the matrices for each endorsement area. The Teacher Education Advisory Committee met twice a year

during the development of the Teacher Education program at W&L. According to the minutes, the most recent meeting was January 2008. Faculty expressed support of the program, but were unaware of content related to their teaching areas in the SOL and Praxis II.

b. Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.

PreK-12 faculty, principals, and superintendents of all three school divisions in the RTEC region have encouraged the development of RTEC as an approved program and have provided support letters. However, they report that they have not provided input for program development.

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

As a result of W&L's and VMI's relationship with the Teacher Education Program at Mary Baldwin College, both schools have had students completing practicum credits and student teaching with partner schools for over ten years. RTEC is expanding this relationship to develop designated cooperating teaching staff in each school to facilitate a more streamlined connection between the colleges and the partner schools.

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.

Over the last three years, W&L and VMI have been very active in a number of collaborative teacher education efforts in school divisions. W&L, in particular, has been able to provide professional development for elementary and middle school teachers in all three school divisions through a partnership with a local nature center and through a joint grant with the W&L Biology Department. As a consequence of these partnerships, W&L has been able to lead or co-lead over five professional development programs focusing on inquiry-based science instruction. Licensure renewal points were offered to teachers for these institutes. In addition, an arrangement was established that allows teachers to earn credit for renewal by mentoring practicum students or teacher candidates. The grant provided through the W&L Science Department provides funds for a three-day summer institute for four consecutive summers, starting in 2009. Teachers receive a stipend for attending the workshop and free materials for their classrooms. In addition, W&L Teacher Education faculty helped design and staff an afterschool tutorial program at a local middle school and high school, using education students to coordinate other student volunteers. Meaningful connections with participating schools also have been made through assisting schools that have been awarded 21st Century Grants. W&L also has

begun discussing the possibility of offering University of Virginia courses at W&L to assist teachers in its partner schools who need graduate coursework. VMI, through one of its student service clubs, has been very active in reading and mathematics assistance during the school day and in after-school tutorial and homework help programs.

Review of Team Findings Based on Evidence Presented:

Weaknesses:

- The Institutional Report states that courses are aligned with the *Licensure Regulations for School Personnel*. W&L should ensure that competencies reflected in program endorsement area matrices and course offerings (syllabi) are aligned with the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-70-600).

- In currently published materials, it is difficult to determine the total number of credit hours required for each program endorsement area because various requirements are listed in different locations. Advising check sheets are needed for each endorsement program that clearly indicates the total number of hours required for the program, as well as the requirements and the number of credit hours in each category:

    - Foundation and Distribution Requirement coursework
    - Major coursework
    - Teacher education coursework
    - Any additional electives.

- Interviews with liberal arts faculty from both colleges and with PreK-12 personnel indicated a lack of awareness and understanding of the RTEC Framework. RTEC should schedule meetings of the Teacher Education Council and provide minutes as evidence that all stakeholders are involved. Ensure that all stakeholders can articulate the RTEC Framework, including teacher education and liberal arts faculty at W&L and VMI, PreK-12 personnel, and teacher candidates.

- A comprehensive assessment plan to collect and analyze the data outlined in the RTEC Framework is needed. The RTEC Framework is not reflected in the field experience evaluation and teacher candidate teaching evaluation documents. Develop a comprehensive assessment plan to collect and analyze the data outlined in the RTEC Framework. Revise the field experience evaluation and teacher candidate teaching evaluation to reflect the RTEC Framework.

- Program entry points are not clearly specified. Clearly specify the requirements for each entry point in the program (Program Admission, Student Teaching, and Licensure) and clarify, for consistency, language on pages 22 and 23 of the RTEC Institutional Report. It is suggested that the RTEC require that its teacher candidates pass all licensure assessments prior to student teaching.

- There is a need to fully develop the Practicum Handbook and Student Teaching Handbook. The handbooks must clearly state the requirements for the field experiences in the program (required number of practica, number of hours for each practicum, placements with diverse K-12 students, etc.).

- No requirement for parent and community interaction has been included in the Practicum Handbook and the Student Teaching Handbook.

- There is a need to clearly outline the required student teaching hours in the Student Teaching Handbook and the syllabus for student teaching. The *Regulations Governing the Review and Approval of Education Programs in Virginia* require "…the student teaching experience should provide for the prospective teacher to be in classrooms full-time for a minimum of 300 clock hours including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought."

- Teacher candidates report that they do not receive feedback from the evaluation forms that are submitted by cooperating teachers to the Teacher Education Department. RTEC should prepare narrative for the Student Teaching Handbook explaining the "triad" model with cooperating teaching, university supervisor, and student teacher to review feedback on the evaluation forms.

- RTEC should schedule Teacher Education Council meetings to inform W&L and VMI faculty about topics related to teacher licensure content areas, such as endorsement matrices, SOL, and Praxis II requirements.

- PreK-12 faculty, principals, and superintendents of all three school divisions in the RTEC region report that they have not provided input for program development. RTEC should schedule Advisory Council meetings to involve PreK-12 school personnel in planning sessions to provide feedback for continued development and improvement of the teacher education program.

Recommendation for Standard 1: (Met/Met Minimally with Significant Weakness/Not Met**):**

Met Minimally with Significant Weakness

B. <u>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</u>.

The Rockbridge Teacher Education Consortium (RTEC) has developed a rudimentary assessment process (Institutional Report, Table 4) to determine whether or not teacher candidates have demonstrated the knowledge, skills and dispositions to meet professional, state, and institutional standards to ensure student success. Flowing from their mission statement, the

RTEC teacher education program rests on four core components of leadership, rigor, service, and diversity with specific intended learning outcomes as indicators of successful attainment of knowledge, skills, and dispositions. These four components have been aligned with the INTASC Standards and with specific intended learner outcomes within specific professional education courses. Although this program design contains the elements of an assessment plan, the assessment plan lacks specificity of where assessments will occur, which measures will be used, who will collect data or how the results would be used for program improvement. Practicum and Student Teaching Handbooks and evaluation forms for teacher candidates' practicum and student teaching experiences were not fully developed.

The RTEC has submitted program matrices for each planned endorsement area to the Virginia Department of Education with the majority of the program matrices still under review. Although the general education requirements differ at each institution within the RTEC, it was not clear from documents reviewed exactly how many courses outside of the professional education courses each teacher candidate must take. Although it appeared that RTEC teacher candidates exceed the required number of credit hours, it was not clear from documents reviewed and stakeholders interviewed exactly how many clock hours are associated with a practicum experience, how many experiences a teacher candidate will complete, or how many clock hours are associated with the student teaching experience.

1. <u>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. Indicators of the achievement of this standard shall include the following:</u>

   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.

      Insufficient evidence was provided to support all elements. Both institutions have competency requirements for writing. At W&L teacher candidates can demonstrate this proficiency through several methods, but at VMI teacher candidates are required to complete two semesters of English composition and a course in public speaking. RTEC teacher candidates must pass both Praxis I and the Virginia Communications and Literacy Assessment. Knowledge of exemplary authors and literary works were not addressed. No data were provided.

      W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to the advisory council and stakeholders; and make necessary improvements to the program.

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

Insufficient evidence was provided to support all elements. At W&L teacher candidates may complete either a mathematics course in Calculus or in Computer Science programming. At VMI teacher candidates are required six semester hours of mathematical reasoning. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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.

Insufficient evidence was provided to support all elements. At W&L teacher candidates must complete six semester hours in natural or physical sciences with the minimum of one course having a required laboratory. At VMI teacher candidates are required to complete six semester hours of scientific analysis. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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.

Insufficient evidence was provided to support all elements. At W&L teacher candidates must complete six semester hours in social sciences with one course in American history and political science. At VMI teacher candidates are required to complete six semester hours of world history. Subject areas of geography or economics are not addressed. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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.

Insufficient evidence was provided to support all elements. At W&L teacher candidates must complete an introductory developmental psychology course, four terms of physical education activity classes, three semester hours in humanities, three semester hours in

fine arts, three semester hours in literature, and must either pass a competency test in a foreign language or complete an upper-level foreign language course. At VMI teacher candidates are required to complete an introductory developmental psychology course, seven semesters of physical education, and six semester hours of civilization and culture. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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

Documents reviewed and interviews of current students provided inconsistent evidence of whether or not the basic entry-level competency assessments are completed prior to entry into the RTEC teacher education program. Because the RTEC is a proposed program, no data were available during the accreditation visit.

W&L (RTEC) should establish and enforce basic entry-level requirements.

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

Insufficient evidence was provided to support all elements. No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

2. <u>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:</u>

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.

Insufficient evidence was provided to support all elements. Although all RTEC teacher candidates complete an introductory developmental psychology course, there was not sufficient evidence to support knowledge and skills related to neurological, social, emotional, intellectual, and cognitive development of children and youth. The complex nature of language acquisition was not addressed with the exception of English Language Learners. Reading courses (EDUC/ED 305 and EDUC/ED 353) which were identified for

meeting diversity requirements were not required for endorsement requirements for PreK-12: Visual Arts, Music Education: Instrumental, or Theatre Arts.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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.

Insufficient evidence was provided to support all elements. Although teacher candidates have the opportunity to demonstrate their proficiency in applying 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, no data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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.

Insufficient evidence was provided to support all elements. Although teacher candidates have opportunities to plan instruction based on assessment data, no data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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.

Insufficient evidence was provided to support all elements. Although teacher candidates are provided effective ways of using technology to enhance and extend learning and provided opportunities to practice the use of technology, no data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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

Insufficient evidence was provided to support all elements. In the Institutional Report, RTEC teacher candidates are identified as being presented with data on school achievement and on program performance to analyze and interpret (EDUC/ED 200) and provided a unit on understanding standardized tests, informal tests, behavioral scales, and criterion-referenced tests (EDUC/ED 302). However, a review of the affected syllabus does not reflect these requirements. Only limited information was provided addressing this indicator, and the information supplied to the team addressed assessment of students with exceptionalities.

The Institutional Report also identifies additional courses where these areas are discussed but all students are not required to take these courses (EDUC/ED 305 and EDUC/ED 353). No data were provided.

W&L (RTEC) should establish specific assessment indicator(s) for this area; collect data longitudinally; report data annually to advisory council and stakeholders; and make necessary improvements to the program.

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....

   Not Applicable

Review of Team Findings Based on Evidence Presented:

The establishment of a comprehensive assessment plan would enhance and ensure that sufficient evidence is provided regarding the W&L's (RTEC's) achievement of stated goals. Transition points for the teacher candidate would aid this assessment plan. Specific assessment projects that are embedded in courses to measure teacher candidate progress toward the teacher education program's goals would form a major part of the assessment plan.

Weaknesses:

- No data were available to provide evidence of meeting competencies.
- No comprehensive assessment plan was established to systematically monitor teacher candidates' progress through the teacher education program.
- The teacher education program goals were not clearly articulated to all stakeholders.

Recommendation for Standard 2: (Met/Met Minimally with Significant Weaknesses/Not Met)

Not Met

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. Indicators of the achievement of this standard shall include the following:

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.

      There are three full-time faculty employed to implement the RTEC, two hold terminal degrees and the third member has completed all requirements except the dissertation with degree completion expected this year. The faculty is small but well-qualified; well respected among the institution's faculty and administration, among the current and former students, cooperating teachers, and school administrators. All are Caucasian. Two are female and one is male. According to both written and interview evidence, other faculty who have been identified for involvement in delivering the professional education courses also are well-qualified with doctorates in their fields or with appropriate expertise. Diversity among the faculty is severely limited in both institutions. Two faculty of color, both Asian American women, were interviewed and their involvement in the RTEC is defined.

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

      Interviews and review of faculty vitae clearly indicate that the professional faculty have demonstrated competency in their endorsement area and support this requirement. The three full-time faculty have experience throughout the K-12 spectrum, having taught at the elementary, middle, and high school levels. Review of the standards-based education syllabi demonstrated use of technology and awareness of cultural differences and exceptionalities and their instructional implications. According to both written and interview evidence, the faculty who will be involved in the RTEC are well-qualified, active in their respective disciplines, and have previous experience teaching or working in the K-12 environment.

   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.

      The Institutional Report states, "education faculty have access to 'smart classrooms' and thus are able to integrate extensive use of technology in their classes. Students in teacher education classes employ the classroom technology to make presentations to perform peer teaching" (32). A review of the education course syllabi indicates a

substantial use of technology in instructional delivery. In addition to the abundance of smart classrooms available at both institutions, the Tucker Multimedia Center (TMC) is a state-of-the-art facility at W&L used by individuals, small groups, and classes. According to a recent report submitted to the W&L Provost from the TMC director, the TMC:

- is used by students of foreign languages, and the entire Washington and Lee community;
- is open for operation from 8 am to midnight and faculty have access to the TMC and its resources 24/7, all yearlong; and
- provides, when possible, financial support to faculty and staff who wish to improve their teaching methodologies using or not using technology.

Based on interviews and evidence provided, the TMC and RTEC have clear plans to work collaboratively to ensure that adequate foreign language teacher preparation is achieved.

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

As stated in the Institutional Report, "[all] faculty integrate content related to the *Virginia Standards of Learning* in their classes. Students are expected to follow *Virginia Standards* when designing lesson plans and performing peer teaching…." Review of course syllabi indicates a standard-based curriculum is presented to the teacher candidates. Interviews with cooperating teachers and school administrators provided evidence that teacher candidates, in practicum and in student teaching, are aware, prepared, and competent to deliver standards-based instruction in their field experiences.

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

There is limited information to indicate that the RTEC faculty have demonstrated understanding of cultural differences and exceptionalities and their instructional implications. The limited courses currently offered include one course and its accompanying practicum EDUC 302/303, The Exceptional Learner/Practicum, which addresses this standard. Review of available syllabi also indicates a limited exposure to topics and experiences to prepare teacher candidates for cultural differences and exceptionalities.

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

Given the small number of students who are involved in field experiences at the current time, supervision has been adequate. The full-time professional education faculty have experience teaching at all levels in K-12 schools. Interviews with

cooperating teachers and school administrators indicate satisfaction with the placement process and on-site supervision provided by the faculty.

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.

Review of faculty vitae and interviews indicate that the faculty are professionally active. Given the time constraints to prepare a new program and to deliver the existing collaborative with Mary Baldwin College, it is understandable that the three full-time faculty have limited time to participate in the professional world of practice.

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.

One faculty member's professional activity is limited given his current involvement in completing his doctoral degree. However, his vita includes evidence of some conference presentations and departmental service on academic committees at VMI. Another faculty member is one-year into her post-doctoral career. Yet, she recently returned from presenting at the annual conference for the National Council of Teachers of English. All members are active in the Rockbridge area schools. Interviews with cooperating teachers and school administrators indicate an ongoing and promising partnership as proposed for the RTEC.

2. <u>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:</u>

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

As stated in the Institutional Report, "[a]all education courses are designed with the premise that the instructors must model good teaching by integrating a number of different instructional approaches into their courses. The syllabi of our professional education courses reflect this commitment (33). The current course offerings are limited, as expected. However, upon review of available syllabi, discussions with faculty, and review of faculty vitae there is evidence of an adequate and appropriate use and understanding of instructional teaching methods.

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

Review of syllabi indicates that candidates are encouraged to reflect, think critically, and solve problems. The courses offered by the faculty are limited and as stated in Appendix H of the Institutional Report, the "…overall aim is to produce teachers who understand the broad issues that are central to understanding American Education, the

specific issues involved in teaching students with exceptional needs, the central tenets of reading instruction and literacy for PreK-12, and the link between theory and practice" (131). The seminar experience which accompanies student teaching provides candidates with opportunities to reflect not only with their supervisor but also with their peers. Interviews with cooperating teachers indicated that the seminars which were held on a rotating basis among the host schools were a valuable and beneficial experience for student teachers.

c. The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities. Section 1e. includes a response to this indicator.

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

As stated in the Institutional Report, all courses are evaluated "…through course evaluations, student performance on class assignments, and student scores on state and national tests for education. Courses are continually revised so that the content is appropriate for student success in teaching" (33). The faculty handbooks for W&L and VMI detail the faculty evaluation procedures. According to Appendix H in the Institutional Report, "[t]teacher education uses a standardized template for all course evaluations. Students in all classes are asked to rate how well they feel they can accomplish the course objectives, using a 5-point scale for evaluation. They are also asked to rate the value of each assignment or major class activity for its contribution to their learning. In addition, all evaluations have open-ended questions to collect student concerns and suggestions…" (131).

There is limited data available on course evaluations as indicated in the response to Standard 2. In addition to course evaluations, there is evidence that an exit survey for students who complete the program has been developed and will provide valid results once the program has greater than ten completers through the RTEC.

Appendix H of the Institutional Report and interviews with cooperating teachers and school administrators indicate that improvements in coursework and in field experiences have been made in response to student and school-based personnel concerns.

3. <u>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:</u>

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.

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.

RTEC is a proposed program. Currently, three full-time faculty members are charged with developing and implementing the RTEC and are non-tenure track appointments at both W&L and VMI. As stated in the Institutional Report and confirmed in interviews with faculty and deans at both institutions, the current faculty teach the normal load required in both institutions. The teaching load for faculty involved in the RTEC will include supervision of fieldwork and classroom teaching. In addition, the current faculty are eligible to receive the same level of annual funding for professional development and conference travel as other faculty at the institutions.

Upon program approval, it will be critical that both deans re-evaluate the work load for the two directors. Sufficient teaching load reduction is essential for both directors to perform the administrative responsibilities required to plan, implement, and evaluate a state-approved program.

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.

There is incomplete evidence to support a verifiable plan to recruit and retain a qualified and diverse professional education faculty which appears justified given the status of the program at W&L and at VMI.

4. <u>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:</u>

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

The faculty handbooks for W&L and VMI detail the policies and practices in place to support and encourage professional faculty to be continuous learners.

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.

As stated in section 3.b. the current education faculty are eligible to receive the same level of annual funding for professional development and conference travel as other faculty at their institutions.

c. Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice. See C. Standard3.1.g-h for evidence.

d. Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service. See standard 2.d. for evidence.

e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty. See C. Standard 3.2.d. for evidence.

Review of Team Findings Based on Evidence Presented:

Comments:

Consistent among interviews and discussions with all faculty at W&L and VMI, cooperating teachers and school administrators was clearly articulated energy, commitment, and dedication to participate in developing and implementing the RTEC. In addition, interviews with department heads and teaching faculty from W&L and VMI indicate a strong and eager desire to serve the students in the RTEC, as well as interest in continued collaboration with the RTEC faculty and the school divisions. Sufficient evidence in documents and interviews verified former, current, and forthcoming collaborations among all stakeholders.

In interviews with various arts and sciences faculty and department heads, there appears to be a genuine respect for and familiarity with the professional education faculty. However, very few expressed knowledge concerning the *Virginia Standards of Learning* and their role in delivering the "Rigor" component in the RTEC framework. Similarly, few were familiar with the matrices and Praxis II requirements.

Interviews of tenured and tenure-track faculty who have been identified to support the professional education curriculum indicate they are well-qualified in their discipline and several have significant teaching and or administrative experience in the K-12 environment.

Weaknesses:

- There was minimal reference to the *Virginia Standards of Learning* in the professional course syllabi. As stated in other standards, the RTEC's lack of a conceptual framework that is clearly articulated, shared, and coherent was a concern for the review team. Among the variety of faculty interviewed on both campuses, there was no clear indication by the faculty of understanding of a framework that clearly and succinctly identifies and distinguishes the RTEC.

- Given the lack of diversity among the faculty, there was no evidence of an established plan to recruit and retain well-qualified and diverse faculty.

Recommendation for Standard 3: (Met/Met Minimally with Significant Weaknesses/Not Met) **Met**

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.

      At W&L and at VMI, the Directors of Teacher Education report directly to the deans of the college or institute. (See accompanying charts showing how the teacher education programs fit within the organizational structures of W&L and VMI.) The Director of Teacher Education at W&L, under the supervision of the Dean of the College, has the ultimate authority and responsibility to develop and revise the proposed teacher education program (RTEC). The directors work collaboratively to determine the content of professional courses and assess the program for effectiveness.

      Recruitment and hiring are monitored through a committee hiring procedure. A job description is developed by the director and approved by each respective dean. A candidates search and review committee is then established, and candidates are interviewed and recommendations made by the committee. The director and the dean (VMI and W&L) weigh the committee's recommendations, but make the ultimate decision or recommendation to the University or Institute about whom to hire.

      The W&L Director of the RTEC has the authority to allocate resources for the W&L programs; likewise, the Director of Teacher Education at VMI has similar authority and responsibility. The ultimate authority for allocation of resources for the proposed W&L teacher education program (RTEC) rests with W&L.

Chart 1: Washington and Lee University Organizational Structure

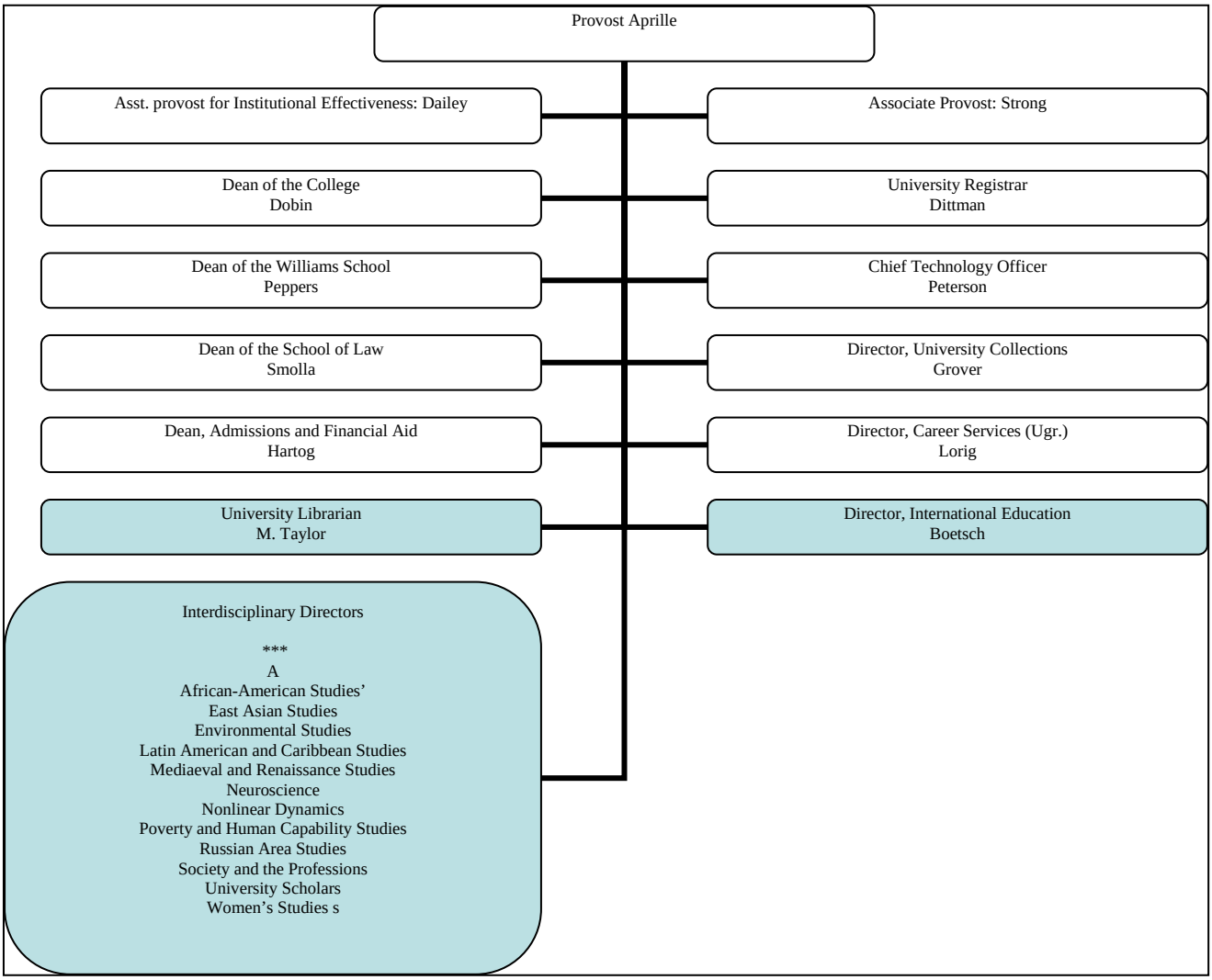


Chart 2: Washington and Lee University Undergraduate Organizational Structure

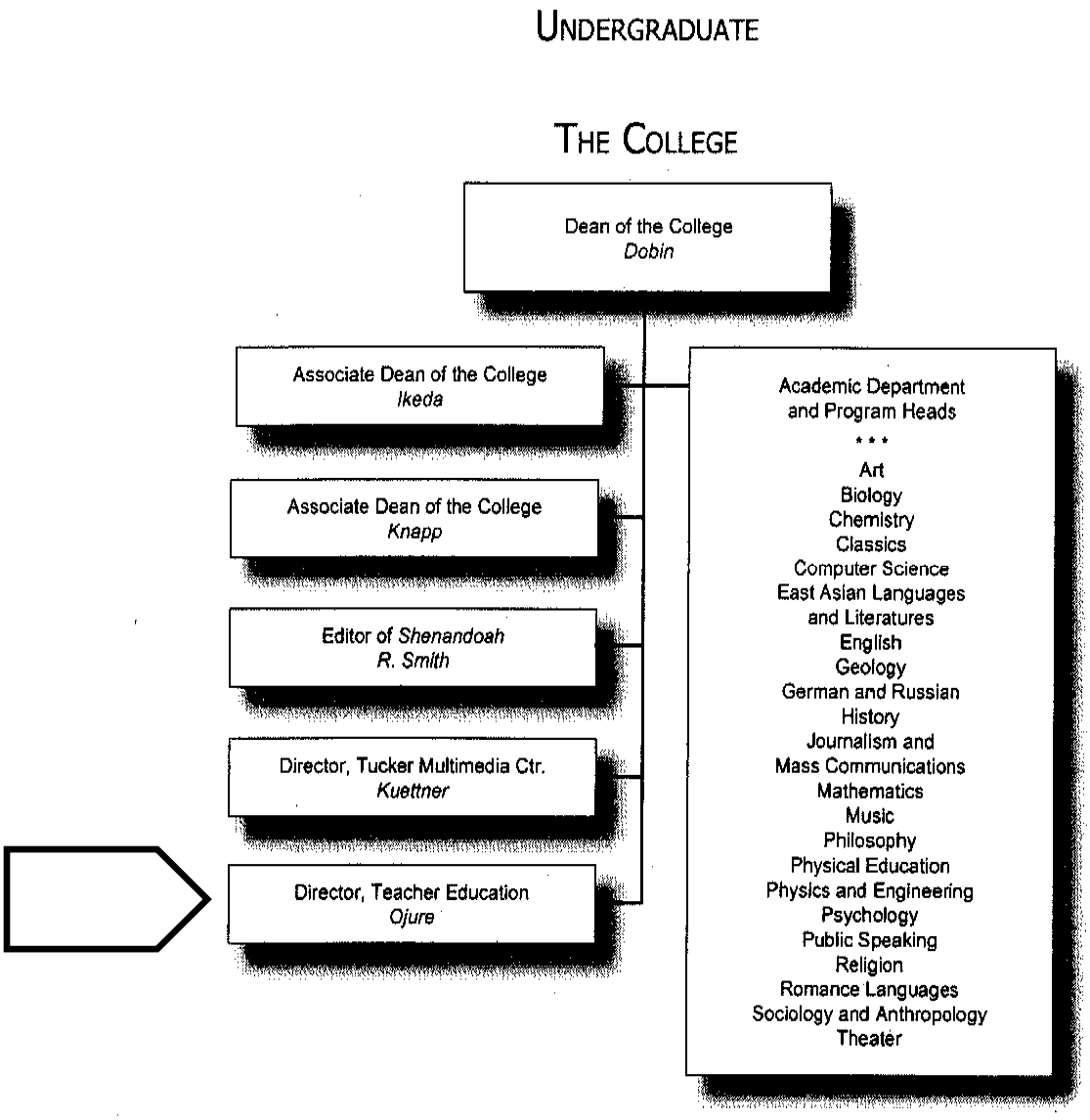
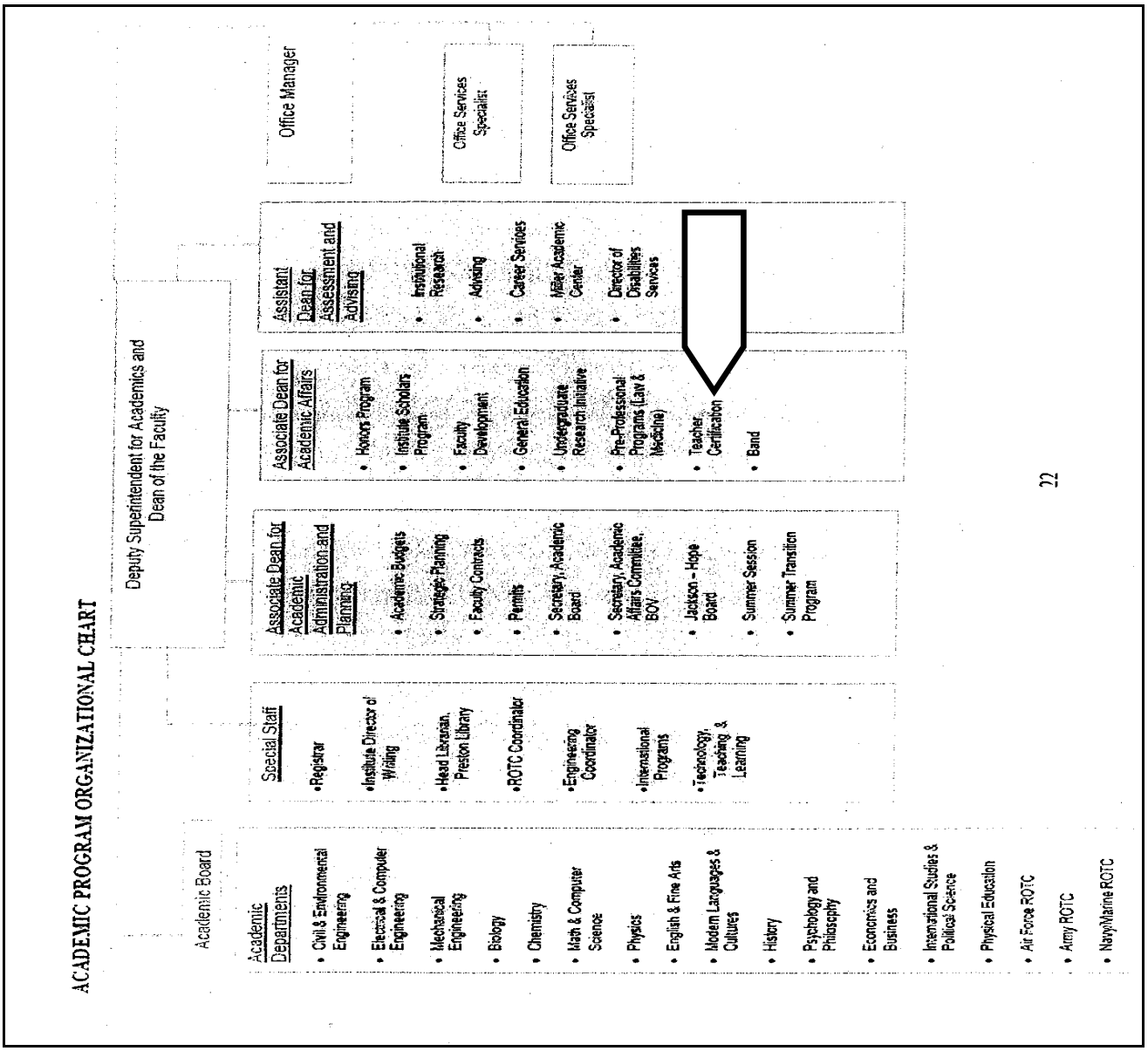


Chart 3: Virginia Military Institute Administrative Structure



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

W&L and VMI education faculty meet on a regular basis to review the program's progress and to monitor the health of the program. In addition, the two teacher education directors meet regularly with each other and with the deans of their colleges to discuss the teacher education program's viability and space needs. Currently, the education programs at W&L and VMI have adequate office space and have satisfactory use of

college classrooms. The teacher education program at W&L will be moving into a newly renovated classroom building in the fall of 2010 and will then be able to interact on a more regular basis with other academic departments.

The long-range plan presented to meet D. Standard 4.1.b is incomplete because it does not include substantial involvement of the constituencies of the RTEC nor does it have a long-range focus. It is recommended that the RTEC develop a five-year and ten-year plan that documents collaboration with representatives of the education and disciplinary faculties (in appropriate endorsement areas) of W&L and VMI, professional educators in the school divisions primarily served by the RTEC, teacher candidates, and alumni of VMI and W&L. It is recommended that the plan address such issues as (a) educator personnel needs of the primary school divisions RTEC intends to serve, (b) professional development teacher needs in the RTEC catchment school divisions, (c) recruitment efforts/plans and resource needs of the RTEC, and (d) utilization of program assessment findings for program improvement along with program revision/expansion plans and issues. The five- and ten-year plans should be monitored by the RTEC Advisory Council and the RTEC Teacher Education Council and reported annually, or as requested by, to the administration of W&L and VMI.

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

W&L currently has the Teacher Education Advisory Committee that is chaired by the Director of Teacher Education, and composed of four university faculty members, the Associate Dean of the College, and one representative of a local primary/secondary school system, appointed by the Provost. The committee defines and regularly reviews the roles and responsibilities of the Director of Teacher Education at W&L, examines the relevant coursework in teacher preparation, advises the Director about the efficacy of the existing program, and recommends improvements to the current program, including both curricular and co-curricular components.

Substantial involvement of the constituencies of the RTEC was not found by the on-site review team. It is recommended that the RTEC expand its Teacher Education Advisory Council to include at least four VMI faculty members who teach content courses teacher candidates might be expected to take, the VMI Director of Teacher Education, and a representative from each of the school divisions to be served.

It is recommended that the RTEC establish a Teacher Education Council. The purpose of the Teacher Education Council is to develop, implement, and evaluate all policies regarding (1) admission into teacher education programs, matriculation through the programs, and establishment of licensure recommendations procedures and standards for the RTEC member institutions, (2) monitoring and review of curriculum to assure compliance with the framework guiding the RTEC program, (3) facilitation of program evaluation and change when necessary as determined through an evaluation by the

Council or through policy promulgated by the Virginia Board of Education, and (4) development of strategies to address, through RTEC, selected needs identified by the partnering school divisions.

The Teacher Education Council also will address a finding of the Accreditation Team across all groups interviewed. The groups were not aware or were unable to describe the framework of the RTEC which guides curriculum development, instructional practices, field placements, and assessment planning and program improvement. The Teacher Education Council can facilitate improved information sharing and knowledge awareness of the RTEC and its policies and programs.

Membership of the Teacher Education Council might include representatives of the deans' offices of VMI and W&L, a faculty member liaison from each endorsement area of the RTEC, a school division representative from the Teacher Education Advisory Council, the RTEC teacher education faculty, and a current student of the RTEC.

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

W&L and VMI both have clear nondiscriminatory policies with set grievance procedures; the education programs currently in place at each school operate in accordance with their college's policies**.**

2. <u>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:</u>

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.

The on-site Accreditation Team found that the size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical staff support the consistent delivery and quality of each education endorsement area program offered.

The number of endorsement areas requested for approval by the Virginia Board of Education may be excessive given the limited number of professional education faculty and clerical staff assigned the RTEC at W&L and at VMI. The RTEC may wish to limit the number of endorsement areas during the first three years of operation to those areas in which there is greatest teacher candidate interest and school division need because of the reporting requirements for approved endorsement area programs as required by the Virginia Board of Education and United States Department of Education. Failure to meet the standards associated with the reporting requirements has significant consequences for the RTEC, its teacher candidates, and the member institutions.

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

The disciplinary, content courses appear to have adequate instructional technology. However, instructional technologies used in local K-12 schools such as SmartBoard™ do not appear to be available at W&L or VMI for teacher candidates to learn to use in order to integrate technology in the instructional process.

The office space and classrooms for W&L faculty and students are under renovation. VMI facilities are adequate. Both institutions have appropriate facilities, equipment, technology, and other budgetary resources. The RTEC will need additional resources to acquire instructional technology used in its service area schools for training of its teacher candidates.

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

Findings from budget reviews and interviews with the leadership of W&L and VMI by the Accreditation Team indicate that resources are allocated in a manner that would allow the RTEC to meet its anticipated outcomes.

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.

Both colleges have very strong information technology services; ongoing training in technology is available to all faculty, staff and teacher candidates. The Accreditation Team saw outstanding technology available to the teacher candidates in the disciplinary fields as well as evidence of its use in the instructional process by discipline-based faculty who teach in the proposed endorsement areas.

3. <u>The professional education program shall ensure that full, 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.</u>

The professional education programs at both colleges have facilities that provide adequate office space and other instructional resources. However, the RTEC Advisory Board should review the level of support needed annually to assure that the programs continue to be adequately supported as they become established and more fully engaged in the production of teacher candidates.

Review of Team Findings Based on Evidence Presented:

Weaknesses and Recommendations (Where applicable): See each element and subset of D. Standard 4, for specific details of recommendations in this section.

- The long-range plan presented to meet D. Standard 4.1.b does not include substantial involvement of the constituencies of the RTEC nor does it have a long-range focus. It is recommended that the RTEC develop a five-year and ten-year plan that documents collaboration with representatives of the education and disciplinary faculties (in appropriate endorsement areas) of W&L and VMI, professional educators in the school divisions primarily served by the RTEC, teacher candidates, and alumni of VMI and W&L.

- Substantial involvement of the constituencies of the RTEC was not evident during the on-site accreditation review. It is recommended that the RTEC expand its Teacher Education Advisory Council to include at least four VMI faculty members who teach content courses teacher candidates might be expected to take, the VMI Director of Teacher Education, and a representative from each of the school divisions to be served. It also is recommended that the RTEC establish a Teacher Education Council.

- The RTEC Advisory Board should consider the possibility of limiting the number of endorsement programs offered in Academic Year 2010-2011. The results of the RTEC study should be reviewed by the academic leadership of W&L and VMI before a determination to offer all or fewer endorsement programs in 2010-2011 is made.

- The RTEC will need additional resources to acquire instructional technology used in its service area schools for training of its teacher candidates.

Recommendation for Standard 4: (Met/Met with Significant Weaknesses/Not Met**): Met**

APPENDICES

APPENDIX A

Alignment of RTEC Core Components to INTASC Standards and the Framework for Teaching

Alignment of RTEC Core Components to INTASC STANDARDS and The Framework for Teaching

RTEC Core Components	INTASC STANDARDS *List of Standards Figure 1Below	The Framework for Teaching: Components of Professional Practice - Danielson *List of Standards, Figure 2 Below	Alignment to Professional Course Objectives (A number of objectives form each course apply, however, here we are highlighting the most relevant from each course)	Assessment Process
Leadership	Principal 5 Principal 6 Principal 7 Principal 10	Principal 5: 1e, 2a-2e, 3c Principal 6: 2a, 3a-c Principal 7: 1a -1e, 3c, 3e Principal 10: 1d, 4c, 4d, 4f	EDUC 200 – Obj. 3, 6 EDUC 302 –Obj. 1-7 EDUC 305 – Obj. 4,9 EDUC 315 – Obj. 3-8,10 EDUC 340 – Obj. B, E,F,H,I,K EDUC 343-Obj. B, E,F,H,I,K EDUC 353- Obj. 1-4,7,8 EDUC 356 – Obj. 1-3,5,6,8 EDUC 366 – Obj. 2,3 Teaching Practicum Directed Teaching	-Documentation of leadership role while an undergrad to be completed by faculty adviser(s) using a form designed by Teacher Education to document a minimum of 40 total hours. (The 40 hours may be comprised of different leadership experiences) -Practicum experiences with feedback from cooperating teachers. -All proof will be kept in Teacher Candidate portfolio -Class assignments and Tests

Rigor	Principal 1 Principal 2 Principal 4 Principal 5 Principal 6 Principal 7 Principal 8	Principal 1: 1a, 1e, 3c Principal 2: 1b, 1c, 1f, 3b, 3c Principal 4: 1d, 1e, 3b-3e Principal 5: 1e, 2a-2e, 3c Principal 6: 2a, 3a-c Principal 7: 1a -1e, 3c, 3e Principal 8: 1b, 1f, 3d, 3e, 4a-4c	EDUC 200 – Obj. 1,2.3 EDUC 302 – Obj. 1,2 4-7 EDUC 305- Obj. 1-9 EDUC 315 – Obj. 1-8,10,11 EDUC 340 – Obj. A-E,G,I-K EDUC 343-Obj. A-E,G,I-K EDUC 353- Obj. 1-9 EDUC 356 – 1-8 EDUC 366 – Obj. 1-3 Teaching Practicum Directed Teaching	-Class assignments and Tests

Service	Principal 9 Principal 10	Principal 9: 4a, 4d, 4e Principal 10: 1d, 4c, 4d, 4f	EDUC 200 – Obj. 5 EDUC 302 – Obj. 3,4 EDUC 305 – Obj. 7,9 EDUC 315 – Obj. 7,9 EDUC 340 – Obj. F,H EDUC 343 – Obj. F,H EDUC 353 – Obj. 2,3,9 EDUC 356 – Obj. 4 EDUC 366 – Obj. 3 Teaching Practicum Directed Teaching	In addition to the service that is inherent in leadership component, the student will also complete a project connected to a school but not including hours they would be required to complete for practicum courses and directed teaching. These projects may involve: - Students - Parents - School community The project should further the mission of the school and be a minimum of 10 hours. Evidence of this experience will be placed in the student portfolio. -Class assignments and Tests

Diversity	Principal 3 Principal 7 Principal 8 Principal 10	Principal 3	1b 1e 2a 2b 3b-3e	EDUC 200 – Obj. 1,5 EDUC 302 – Obj. 1-7 EDUC 305 – Obj. 5,7,9 EDUC 315 – Obj. 2,6-8,11 EDUC 340-Obj. C,F,H EDUC 343 – Obj. C,F,H EDUC 353 – Obj. 1-4,6,9 EDUC 356-Obj. 1-3, 5-8 EDUC 366 – Obj. 2-3 Teaching Practicum Directed Teaching	-Classroom assignments -Reflective papers on field work -Completion of a variety of field work experiences (3) -Class assignments and Tests
		Principal 7	1a -1e 3c 3e		
		Principal 8	1b 1f 3d 3e 4a-4c		
		Principal 10	1d 4c 4d 4f		

APPENDIX B

Schedule for On-Site Review with Interview List

ROCKBRIDGE TEACHER
RTEC
EDUCATION CONSORTIUM

Washington and Lee University and Virginia Military Institute

Schedule for On-Site Review with Interview List

Day 1 – Sunday, November 29, 2009

Time	Activity	Place/Facilitator	Interviewees/Attendees
1:00 - 2:00	Check-in and lunch at Sheridan Livery Inn	Sheridan Livery Inn 35 North Main Street Lexington, VA 24450 540-464-1887 Fax 540-464-1817	Chad Joyce – Director, VMI Teacher Education Lenna Ojure – Director, W&L Teacher Education Haley Sigler -- Asst. Dir., W&L Teacher Education Sharon Kirk – W&L Administrative Assistant
2:00 - 2:30	Review Team Meeting	Room 1, Sheridan Livery	
2:35 - 3:20	Tour of W&L	W&L Faculty will pick up the Team at the Inn at 2:35 and transport to W&L for a brief walking tour that will end at the evidence room.	
3:30 - 5:30	Orientation and introduction to education faculty; Review of evidence	Mason Taylor New Room Payne Hall	Kim Kearney – Adjunct Faculty, Elementary Education, W&L. Chad Joyce – Director, VMI Teacher Education Lenna Ojure – Director, W&L Teacher Education Haley Sigler -- Asst. Dir., W&L Teacher Education
5:30 - 6:00	Break to prepare for dinner	Sheridan Livery Inn	
6:00 - 7:00	Working dinner with Review Team and W&L and VMI Teacher Education Faculty	Southern Inn Restaurant 35 North Main St Lexington	Kimberly Jew – Theatre, W&L Kim Kearney – Adjunct Faculty, Elementary Education Dick Kuettner – Director, Tucker Media Center Chad Joyce – Director, VMI Teacher Education Lenna Ojure – Director, W&L Teacher Education Haley Sigler – Asst. Dir., W&L

			Teacher Education Mary Ann Dellinger – Professor of Spanish, VMI Don Dailey – Adjunct Faculty, Teacher Education, W&L.
7:00 - 8:00	Review of evidence at W&L	Mason Taylor New Room Payne Hall	

Day 2 – Monday, November 30, 2009

Time	Activity	Place/Facilitator	
8:00 - 8:30	Bill Graves and JoAnne Carver meet with Lenna Ojure and Chad Joyce.	Room 7, Sheridan Livery Inn	
8:00 - 8:45	Continental Breakfast	Sheridan Livery Inn Restaurant	
8:45 - 9:00	Travel to W&L evidence room	Dr. Sigler	
9:15 - 9:45	Meet with superintendents from Rockbridge County, Buena Vista City Schools and Lexington City Schools	Hill House 104 Dr. Sigler	Dan Lyons – Lexington City Schools Rebecca Gates -- Buena Vista City Schools John Reynolds – Rockbridge County Schools
	Meet with W&L department heads	Leyburn Library, M47 Dr. Ojure	Owen Collins –Theatre Paul Bourdon – Math David Novack – Sociology Brian Richardson – Journalism George Bent – Art Simon Levy – Computer Science Matthew Bailey – Romance Languages Chris Conner – Geology Roger Crockett – German
10:10 - 10:40	Meet with current students	Hill House 104 Dr. Sigler	Kate Gibbs ‘12; Kelly Gotkin ‘10; Katie Tonneman ‘11; Jerzey Kessler ‘11; Jessica Makona

			‘10; Kelly Cosey ‘12
10:05 - 10:50	Meet with foreign language faculty and tour the Tucker Media Center for foreign language study	Dick Kuettner, the director of the media center, will escort team members to Tucker Hall ,	Dick Kuettner -- Director , Tucker Media Center Miriam Carlisle – Classics Monica Botta -- Spanish Florinda Ruiz – Spanish Susan Dixon - French
11:15 – 11:45	Meet with liberal arts faculty	Leyburn Library, M47 Dr. Ojure	Janet Ikeda -- East Asian Languages Linda Hooks -- Economics Leslie Cintron -- Sociology Kary Smout -- English Pam Luecke -- Journalism Marc Conner -- English Pam Simpson -- Art History Harlan Beckley -- Religion Megan Fulcher -- Psychology Julie Woodzicka -- Psychology
11:30 – 12:00	Bill Graves and JoAnne Carver meet with President Kenneth Ruscio	President’s office; Second Floor Washington Hall Dr. Ojure will escort.	
12:15 - 12:30	Travel to VMI Evidence and meeting rooms	Dr. Sigler will provide transportation. Dr. Ojure will escort those who wish to walk.	
12:30 - 1:15	Working lunch and Introduction to VMI	Marshall Hall Center for Leadership and Ethics	
1:30 - 2:00	Meet with VMI Dean of Faculty, Brigadier General Wane Schneiter	First Floor, Smith Hall	Brigadier General Wayne Schneiter – Dean of the Faculty VMI
	Meet with VMI department heads	Marshall Hall Center for Leadership and Ethics	Kathleen Bulger-Barnett -- Modern Languages and Cultures; Rose Mary Sheldon -- History Emily Miller – English
2:05 - 2:40	Meet with VMI liberal arts faculty	Marshall Hall Center for Leadership and Ethics	Alexis Hart -- English Mark Wilkinson -- History Mary Ann Dellinger -- Spanish

2:10 – 2:35	Visit Waddell Elementary	Dr. Sigler will provide transportation	Lisa Clark, Principal
2:10-2:45	Bill Graves and JoAnne Carver meet with W&L Dean of the College, Hank Dobin	Second Floor of W&L's Washington Hall, Dr. Ojure	
3:20 – 3:50	Meet with Cooperating Teachers	W&L Hill House 104 Dr. Sigler	Jeremy Cosgriff – Central Elementary, Rockbridge County Kim Hickman — Waddell Elementary. Rockbridge County Deborah Mohr – Waddell Elementary, Lexington City Trina Leonard – Effinger Elementary, Rockbridge County Leigh Mayo – Lylburn Downing Middle School, Lexington City
	Phone interviews with former students who are now teaching	W&L Hill House 201 and 202 Dr. Ojure	Logan Whalen, '09, 540.310.0029 Sarah Foster-Reeves, '09, 434.953-6288
4:00	Tour of VMI	Dr. Sigler will pick up team members and drive to starting point for tour. Meet behind Hill House.	
4:45-5:15	Team Meeting	Room 1 Sheridan Livery Inn	
5:15 – 6:15	Meeting with the Review Team and Chad Joyce, Lenna Ojure and Haley Sigler	Mason Taylor New Room	
6:15	Drive or Walk to Reeves Center	W&L personnel will pick up those who wish to drive at 6:15. Those who wish to walk will be escorted by Dr. Ojure.	
6:30 – 8:00	Dinner with W&L and VMI Administrators and Teacher Education faculty	The Reeves Center W&L	Kimberly Jew – Theatre Ken Ruscio – President , W&L Hank Dobin – Dean of the College, W&L Lenna Ojure – Director, Teacher Education, W&L Haley Sigler – Asst. Dir.

			Teacher Education, W&L Dick Kuettner – Director, Tucker Media Center, W&L Larry Peppers – Dean of the Williams School, W&L Bob Strong – Assoc. Provost, W&L Chad Joyce – Director, Teacher Education, VMI Mary Ann Dellinger – Spanish, VMI Rob McDonald – Assoc. Dean of Faculty, VMI
8:00 onward	Work in hotel	Sheridan Livery Inn	

Day 3 – Tuesday, December 1, 2009

Time	Activity	Place	
8:00 - 8:30	Bill Graves and JoAnne Carver meet with Lenna Ojure and Chad Joyce.	Room 7, Sheridan Livery Inn	
8:00 - 8:45	Continental Breakfast	Sheridan Livery Inn Restaurant	
8:45-9:00	Travel to W&L evidence room	Chad Joyce will provide transportation.	
9:15 – 9:45	Meet with music, art, and theater faculty and tour the Lenfest Center for Performing Arts/ Wilson Hall.	Barry Kolman, Professor of Music, will escort team members to Lenfest/Wilson.	Barry Kolman -- Music Gordon Spice – Music Department Head Kimberly Jew -- Theater
10:10 to 10:40	Meet with principals	Hill House 104 Dr. Ojure	Phillip Thompson – Maury River Middle School, Rockbridge County Ryan Barber – Central Elementary, Rockbridge County Lori Teague-- Mountain View Elementary, Rockbridge County Rich Dowd – Lylburn Downing Middle School, Lexington City Lisa Clark – Waddell Elementary, Lexington City Jennifer Weaver, Principal, Rockbridge County High School
11:15 – 11:55	Visit Parry McCluer High School in Buena Vista Review Team, cancelled visit	Dr. Ojure will provide transportation.	

12:20-1:50	Optional Course Observation – EDUC 200, Foundations of Education (Sigler)		
12:30 - 1:00	Pick up box lunches at VMI evidence room		
1:15 to 2:00	Visit Rockbridge County High School Review Team cancelled visit	Chad. Joyce will provide transportation	Jennifer Weaver, Principal, Rockbridge County High School
	Visit Lylburn Downing Middle School Review Team cancelled visit	Dr. Ojure will provide transportation	Rich Dowd, Principal, Lylburn Downing Middle School, Lexington City
2:30 to 4:05	Optional course Observation- EDUC 302 The Exceptional Learner (Ojure)		
2:00 to 6:00	Work on reports	W&L Evidence Room VMI Evidence Room Sheridan Livery Inn	
6:30 – 7:30	Dinner	Sheridan Livery Inn Restaurant	
7:30 onward	Work on reports	Sheridan Livery Inn	

Day 4 – Wednesday, December 2, 2009

Time	Activity	Place	
8:00 - 8:30	Bill Graves and JoAnne Carver meet with Lenna Ojure and Chad Joyce. Meeting cancelled	Room 7, Sheridan Livery Inn	
8:00 - 8:45	Continental Breakfast	Sheridan Livery Inn Restaurant	
9:00 - 10:00	Team Meeting	Room 7, Sheridan Livery Inn	
10:00 – 11:00	Meet with President Ruscio, Rob McDonald, Associate Dean of VMI, Dean Dobin, W&L Dean of the College Lenna Ojure, Director, Teacher Education, W&L Chad Joyce, Teacher Education, VMI JoAnne Carver, VDOE William H. Graves, VDOE Team Chair	W&L, Mason Taylor Room	

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

January 26, 2010

Dr. Kenneth P. Ruscio, President
Office of the President
204 West Washington Street
Washington and Lee University
Lexington, Virginia 24450

Dear Dr. Ruscio:

As prescribed in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et. seq.), professional education programs in Virginia shall obtain 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. Washington and Lee University has requested to obtain accreditation of its proposed professional education program through review by the Board of Education process.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Washington and Lee University that was conducted on November 29 through December 2, 2009. This document was reviewed by Dr. Howard Dobin, dean of the college, and Dr. Lenna Ojure, director of teacher education, for factual accuracy.

The recommendation of the review team is that the professional education program at Washington and Lee University be "accredited with stipulations," indicating that the program has met the standards minimally, but significant weaknesses have been identified. The final approval of the accreditation status rests with the Virginia Board of Education. A professional education program that receives "accredited with stipulations" by the Board of Education must fully meet standards within a two-year period as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

Copies of the *Professional Education Program Review Team Report of Findings* also are being mailed to Dr. Dobin and Dr. Ojure. A response to the report must be sent to Dr. JoAnne Y. Carver, director of teacher education, Virginia Department of Education,

P. O. Box 2120, Richmond, Virginia 23218-2120 within 30 days' receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

The report of findings and institutional response, if applicable, is reviewed by the Department of Education. The report of findings is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education. ABTEL develops recommendations regarding program accreditation approval for the Board of Education. The Board of Education receives ABTEL recommendations for review and action. The final decision rests with the Virginia Board of Education.

On behalf of the Virginia Department of Education, I would like to take this opportunity to acknowledge the faculty, staff, and students of Washington and Lee University for the considerable time and effort required to prepare for this review. If you have questions about the report or the accreditation review process, please do not hesitate to contact me at (804) 371-2475, or by e-mail: JoAnne.Carver@doe.virginia.gov.

Sincerely,

JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure

JYC/jyc
Enclosure

c: Dr. Howard Dobin
Dr. Lenna Ojure
Patty S. Pitts

WASHINGTON AND LEE
UNIVERSITY

Lexington, Virginia 24450-2116

Office of the President
(540) 458-8700

FEB 16 2010

February 8, 2010

Dr. Joanne Y. Carver
Director of Teacher Education
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Carver:

Thank you for the formal version of the *Professional Education Program Review Team Report of Findings.* Professor Ojure, Dean Dobin, and I have read it carefully and are grateful for the recommendation of "accredited with stipulations." We also fully understand the work we have to accomplish to satisfy those stipulations over the next two years.

As president of Washington and Lee University, I appreciate the time and attention that went into our on-site review. Our program review provided an excellent opportunity for our teacher education faculty to learn from the experience of faculty from longstanding teacher education programs. The suggestions that the team offered us were extremely helpful and will allow us to improve the design of our program.

Washington and Lee University, along with the Virginia Military Institute, remains committed to establishing an excellent teacher education program. To this end, we have begun to address the weaknesses identified in Standards 1 and 2, using the suggestions provided by the review team. For example, we have already revised and expanded our student teaching and practicum handbooks so that they more accurately reflect our program framework and mission. We are prepared to meet the deadlines that the Virginia Department of Education will set for revisions and additions to our program, and we are fully confident that we will be ready to launch our program in the fall of 2010.

Once again, thank you for the time and effort that have gone into this review. The prospect of an accredited teacher education program at Washington and Lee has already resulted in a growing interest in teaching careers among our students. We are eager to pursue the accreditation process so that we may open our doors officially this fall. We look forward to partnering with the Rockbridge area schools and graduating more qualified teachers who will serve Virginia and the nation.

Sincerely,

Kenneth P. Ruscio

Virginia State Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Washington and Lee University
Contact Person: Lenna Ojure
Phone No.: 540-458-8249 **Fax No.:** 540-458-8113 **E-mail Address:** ojurel@wlu.edu

Reporting Date: 03-05-102/19/2010

Education Programs Matrix	Grade Level				Support Personnel					Foreign Language PreK-12					Career and Technical Education					PreK-12 Endorsements								Secondary Grades 6-12								Special Education							Add-on Endorsements						
Content Areas	*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Adult Education*	*Math Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*School Social Worker*	*French*	*German*	*Spanish*	*Latin*	*Other Foreign Language*	*Agricultural Education*	*Business and Information Technology*	*Marketing Education*	*Technology Education*	*Family and Consumer Sciences*	*Visual Arts*	*Dance Arts*	*English as a Second Language*	*Health and Physical Education*	*Library Media*	*Music Education - Instrumental*	*Music Education - Vocal/Choral*	*Theatre Arts*	*Computer Science*	*English*	*History & Social Science*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Early Childhood (Birth through Age 5)*	*Hearing Impairments PreK-12*	*Adapted Curriculum K-12*	*General Curriculum K-12*	*Speech-Language Disorders PreK-12*	*Visual Impairments PreK-12*	*Adult English as a Second Language*	*Driver Education*	*Gifted Education*	*Journalism*	*Keyboarding*	*Mathematics - Algebra I*	*Speech Communication*
Section A: *Place a **'Y'** under each content area proposed program to be offered by your institution.*	Y	Y	Y							Y	Y	Y	Y							Y					Y		Y	Y	Y	Y	Y	Y	Y	Y											Y		Y	

Section B:	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an **X'** under the appropriate column below. (Please note that the first twenty "Partnership and Collaboration" names that you entered on Part 1 are automatically transferred to this table.)																																															
1.	Clinical Experiences Program	X	X	X							X	X	X	X							X					X		X	X	X	X	X	X	X	X											X		X	
2.	21st Century Grant: Fairfield Elementary	X	X																																															
3.	21st Century Grant: Mountain View Elem.	X	X																																															
4.	21st Century Grant: Natural Bridge Elem.	X	X																																															
5.	Howard Hughes Medical Institute Grant	X	X																																															
6.	Professional Development with Boxerwood Educational Association		X	X																																														
7.	Math at Maury River			X																																														
8.	VMI/Big Brother/Big Sister School Outreach Club and Teacher Education Program		X	X																																														
9.	Burish Service Leadership Internship		X	X																								X	X	X	X	X	X	X																
10.	Character Counts			X																																														

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.a)

Education Programs (excluding Administration and Supervision Programs)

Name of Institution: **Washington and Lee University** Submitted by: **Lenna Ojure**

Telephone Number: **540-458-8249** Email: **ojurel@wlu.edu** Reporting Date: **February 19, 2010**

Number	**Partnership and Collaboration Name**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of PreK-12 School Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.	**Clinical Experiences Program**	Schools provide cooperating teachers for Washington and Lee (W&L) University and Virginia Military Institute (VMI) students who are seeking licensure and need fieldwork experience and student teaching placements.	Extra assistance in the classroom and opportunity for professional growth for cooperating teachers are provided.	Rockbridge County Schools Superintendent's office; Lexington City Schools Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L and VMI Montessori Head Start Pre-Schools at Rockbridge County, Buena Vista City, and Lexington City Elementary schools	Yes
3.	**21st Century Grant: Fairfield Elementary School**	W&L and VMI provide after school tutors and in-school volunteer assistance.	Assistance administering a grant to provide enrichment and remediation for elementary students is provided.	Principal Fairfield Elementary School, Rockbridge County; W&L	Yes
4.	**21st Century Grant: Mountain View Elementary School**	W&L and VMI provide after school tutors and in-school volunteer assistance.	Assistance administering a grant to provide enrichment and remediation for elementary students is provided.	Principal Mountain View Elementary School, Rockbridge County; W&L	Yes

Number	Partnership and Collaboration Name	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
5.	**21st Century Grant: Natural Bridge Elementary School**	W&L and VMI provide after school tutors and in-school volunteer assistance.	Assistance administering a grant to provide enrichment and remediation for elementary students is provided.	Principal Natural Bridge Elementary School, Rockbridge County; W&L	Yes
6.	**Howard Hughes Medical Institute (HHMI) Grant Summer Science Institute**	Through a grant that W&L received, teachers are provided the opportunity to participate in a three-day, paid professional development workshop in science education.	This grant addresses the need to improve science instruction and provide local professional development for teachers.	Rockbridge County Schools Superintendent's office; Lexington City Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L	Yes
7.	**Howard Hughes Medical Institute Grant Spring into Science**	Through the HHMI grant, W&L students present lessons in science to elementary students at the local elementary schools; the lessons met Virginia Standards of Learning (SOL) requirements; lesson materials were provided for through grant.	This grant addresses the need to increase science instruction in schools and to expose college students who are science majors to this information.	Rockbridge County Schools Superintendent's office; Lexington City Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L	Yes
8.	**Professional Development with Boxerwood Educational Association**	In collaboration with Boxerwood, a local nature park, W&L Teacher Education faculty provided professional development institutes in science inquiry on the middle and elementary school levels.	This grant addresses the need to improve science instruction and provide local professional development for teachers.	Rockbridge County Schools Superintendent's office; Lexington City Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L	Yes
9.	**Math at Maury River**	W&L Teacher Education faculty organized and trained students to work as mathematics tutors in Rockbridge County Middle	This effort addressed the need to assist sixth grade students in passing SOL mathematics assessments.	Rockbridge County Schools Superintendent's office; W&L	Yes

Number	Partnership and Collaboration Name	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		School.			
10.	**VMI Big Brother/Big Sister School Outreach Club and Teacher Education Program**	The Club organized to recruit and train VMI cadets as volunteers for local schools. Cadets mentor students in high school, middle school, and elementary school, providing in and after school tutoring and homework assistance.	This project addressed the need to assist students who are achieving below grade level or who have special emotional or learning needs.	Rockbridge County Schools Superintendent's office; Lexington City Superintendent's Office; VMI	Yes
11.	**Burish Service Leadership Internship**	The W&L Teacher Education Program and Burish Service Leaders work as volunteer coordinators and tutors in each Rockbridge County school to recruit and train W&L student volunteers.	There is a need for reading and mathematics tutors during and after school.	Rockbridge County; W&L	Yes
12.	**Character Counts**	This is a curriculum on ethics and leadership taught at the middle school level by VMI cadets.	There is a need to expand the concept character in a meaningful way.	Lexington City Middle School principals; W&L	Yes

Board of Education Agenda Item

Item: Q. **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Professional Education Program at Averett University through a Process Approved by the Board of Education

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:

_X_ No previous board review/action

_____ Previous review/action
date: _____
action: _____

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 the 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:

<u>Standard 1: Program Design</u>. 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.

Summary of Major Elements:

Averett University requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 8-11, 2009. Attached are the *Professional Education Program Review Team Report of Findings* and Averett University'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." Below are the recommendations for each of the four standards:

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

On March 15, 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 Averett University be "accredited," indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and 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 Averett University be "accredited," indicating that the program has met the standards as set forth in 8VAC-20-542-60 of 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:

An on-site review of professional education programs will be conducted on a seven-year cycle.

Appendices

- ***Professional Education Program Review Team Report of Findings***
- **Averett University's Institutional Response to the *Professional Education Program Review Team Report of Findings***

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

Averett University
Danville, Virginia
November 8-11, 2009

***Members of the Review Team*:**

Dr. Patricia Shoemaker, Chair
Dr. Jan Stennette
Dr. Margaret D. Knight
Dr. Harold Wright

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Averett University

Standards **Overall Recommendation:** Accredited		**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.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not 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 8VAC20-542-70 through 8VAC20-542-600.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
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.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met
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 _X_ Met Minimally with Significant Weaknesses ___ Not Met

I. Introduction

Description of the Institution

Averett University (AU) is a private, co-educational institution, located in Danville in south central Virginia with regional centers in Northern Virginia, Richmond, Tidewater, and Southern Virginia. Chartered in 1859 as Union Female College, Averett moved from college to university status July 1, 2001. The main campus is situated on approximately 19 acres in a beautiful residential section of Danville (population 48,660). Additional facilities include the 100-acre Averett University Equestrian Center and the 70-acre North Campus physical education and sports complex. The university currently enrolls a total of 2,500 students, with 797 undergraduate students and 22 graduate students in the on campus "traditional" programs and approximately 1,700 students in off-campus courses and programs. Averett is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The university's mission, as stated in the catalog, is as follows:

> *Through personal attention for all students, Averett prepares them for successful lives by encouraging each, in the liberal arts tradition, to ask and answer important questions, form and defend judgments, and evaluate diverse views thoughtfully. In accordance with our Christian heritage, we value academic and religious freedom, spiritual growth, academic excellence, diversity, and tolerance.*

The racial and ethnic diversity of AU's service areas are represented below.

CITY/COUNTY	POPULATION	WHITE NON-HISPANIC	BLACK OR AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	OTHER RACES	TWO OR MORE RACES
Caswell County, NC	23,501	61.07%	36.52%	0.15%	1.77%	0.19%	1.17%	0.86%
Danville, VA	44,947	53.30%	44.10%	*not available*	1.30%	*not available*	*not available*	0.80%
Halifax County, VA	37,355	60.20%	38.02	0.24%	1.23%	0.20%	0.44%	0.77%
Henry County, VA	57,930	89.47%	10%	0.41%	3.46%	0.16%	1.39%	0.92%
Martinsville, VA	15,416	55.38%	43%	0.47%	2.32%	0.10%	0.69%	81.00%
Patrick County, VA	19,407	91.75%	6.20%	0.16%	1.87%	0.21%	0.94%	0.71%
Pittsylvania County, VA	61,745	75.00%	23.66%	0.19%	1.23%	0.14%	0.37%	0.63%
Rockingham County,NC	91,928	77.33%	19.57%	0.28%	3.07%	0.27%	1.69%	0.83%

The percentage of persons living below poverty level ranges from approximately 9.6 percent to 20.3 percent among the school divisions in which the Averett University Education Department places interns (Martinsville City: 20.3 percent; Patrick County: 13.4 percent; Halifax County: 18.6 percent; Henry County: 16.1 percent; Danville City: 20.7 percent; and Pittsylvania County: 11.8 percent); the state poverty level is 9.9 percent. The percentage of high school graduates in these school divisions is also lower than the state average of 81.5 percent, ranging from 25.4 percent to 68.5 percent.

Professional Education Program

The Averett University Education Department consists of four full-time faculty members and six adjunct instructors. The number of students enrolled during the 2007-2008 school year was 98 (declared with interest in teacher preparation), 29 who had been admitted to the Teacher Education Program.

Programs Offered/Degree Levels

Endorsement Area	Level
Computer Science	Undergraduate/Graduate
Elementary Education PreK-6	Undergraduate/Graduate
English	Undergraduate/Graduate
Driver Education (add-on endorsement)	Undergraduate
Health and Physical Education PreK-12	Undergraduate/Graduate
History and Social Science	Undergraduate/Graduate
Journalism (add-on endorsement)	Undergraduate
Mathematics	Undergraduate/Graduate
Reading Specialist	Graduate
Science: Biology	Undergraduate/Graduate
Speech Communication (add-on endorsement)	Undergraduate/Graduate
Theatre Arts PreK-12	Undergraduate/Graduate
Visual Arts PreK-12	Undergraduate/Graduate

In addition to the programs listed above, the Department also has offered a series of four courses in gifted education in response to a request from the school divisions because several teachers in gifted education were retiring. However, Averett University is not requesting an approved program in Gifted Education.

Distance Learning/Off Campus

For some courses, Averett faculty members use the technological advantages of Blackboard 8.0 to provide various components of their courses such as announcements, syllabi, faculty-student communication, and testing. Only one education course, ED 502, Child and Adolescent Psychology, is taught solely online through the use of Backboard 8.0. No licensure programs are taught online or off-campus.

Major Changes since the Last Visit

Major changes are listed in the Institutional Report under the "Description of the Professional Education Program." Changes include the discontinuation of programs in Science: Chemistry, grades 6-12 and Special Education K-12 due to the lack of resources to support the major in chemistry and to very low enrollments in the special education program.

Additional programmatic changes include adding courses in gifted education, initiating courses in autism, and assisting 16 paraprofessionals in Henry County in obtaining the baccalaureate degree, all in response to requests from school divisions. The Department also created after-school programs staffed by education faculty and pre-service teachers.

At the graduate level, several courses have been revised to better address the competencies recently approved by the Virginia Board of Education. Also, admission requirements (GRE/MAT scores, writing exam) were added to enhance the qualifications of applicants. Background checks have been instituted for all pre-service teachers entering schools for practica or internships.

One new full-time faculty member has been hired. Several key K-12 educators serve as adjunct professors and bring fresh perspectives on the current state of teaching and learning in schools in the region. The Averett University Education Department also has increased its efforts in communicating and collaborating with arts and sciences faculty and with PreK-12 schools.

Program Reviews:

The Review Team's recommendations regarding program review is pending final review by the Virginia Department of Education (VDOE) of the program endorsement area matrices.

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.

Program Design Framework

The Conceptual Framework includes a statement of program philosophy that reflects the Department of Education's mission statements for undergraduate and graduate programs. Long-range goals for 2005-2012 have been established by the Department with plans for assessing progress and for using the results of these assessments as part of the strategic planning process.

The program has developed specific knowledge and skills that are critical for competence at the entry level for educational professionals. Knowledge and skills are identified in the conceptual framework, in the individual endorsement program descriptions in the "Conditions for Qualifying Report: Section F," and in course syllabi and field experience handbooks:

- The conceptual framework outlines nine common learning outcomes for the professional education programs that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Candidates' portfolios include pertinent INTASC artifacts.

- Each program area has identified key competencies describing the knowledge and skills for the particular endorsement area ("Conditions for Qualifying Report" Section F: "Condition 6: Assessment of Academic and Professional Competencies for Students Exiting the Program"). The program level competencies are directly related to the Virginia standards for biennial approval of education programs (program endorsement areas).

- Goals and learning objectives for courses and field experiences are articulated in course outlines and in handbooks.

Available documents did not show how the nine learning outcomes identified in the conceptual framework, the key competencies in each program endorsement area, and the course objectives or individual assessments are related or aligned with each other.

The charts for each program in Condition 6 also show the measures used to assess each competency. One of the key sources of evidence cited in this document is "aggregate data regarding student performance." There are several collections of evaluations of individual students' work or performance during student teaching, in the documentation for courses and for evaluations. However, student performance data are not regularly compiled and reported by course or program area as described.

The Review Team's recommendations regarding program review (program endorsement matrices) is pending final review by the Virginia Board of Education. [Note: On January 14, 2010, the Board approved the Advisory Board on Teacher Education and Licensure's recommendation to grant "approved" status to Averett University's education programs (program endorsement areas).]

The conceptual framework is based upon state and national standards and includes a statement of philosophy and the nine INTASC-related learning outcomes accompanied by a listing of assessments for each learning outcome. The framework also includes a brief description of some of the theories and research used in courses in pedagogy, classroom management and discipline, reading and language arts. Course resources list multiple books, articles, and other resources which address research and best practice. Documentation in the course materials illustrate how the Virginia Standards of Learning (SOL) are addressed in each course. However, there is not a substantive, cohesive description of the knowledge base for the teacher education program that undergirds program design.

The Department of Education drafted the philosophy statement, learning outcomes, and the list of samples of the work of researchers and practitioners, most of which related to the professional studies courses in the Department of Education. These were shared with representatives from the various disciplines with programs in education for their review and input. Interviews with students indicate that they have a limited understanding of what the knowledge base is for the teacher education program.

The professional education programs for teachers and reading specialists include essential entry-level competencies needed for success in PreK-12 schools as described above. The program

design includes the alignment of general education, subject matter courses in the disciplines, and professional studies in order to support candidates' development of critical knowledge and skills. Evidence from the catalog, handbooks, Condition 6 descriptions of programs, and from interviews of candidates and practitioners indicated that the programs have been well-designed to provide candidates opportunities to develop the knowledge, skills, and dispositions critical for success in schools. The extensive integration of school-based assignments into many of the courses (including courses in the arts and sciences) and the well-planned sequence of field experiences are strengths of the program design.

The description of the conceptual framework included lists of candidate performance assessments for each of the learning outcomes listed in the conceptual framework. Individual programs also list assessments in their descriptions in Condition 6. The team reviewed several examples of assessments of individual candidates' work throughout the program and their performance during field experiences. These individual assessments indicated that the professional education program assesses candidates throughout the program using criteria identified in the individual assessments. However, it was not clear how the learning outcomes in the conceptual framework, the program competencies in Condition 6, and the assessment criteria in courses and field experiences are aligned. Also, while the sample assessments for individual candidates indicated they performed well on the criteria on the assessments, the team could not always determine from the assessments if all candidates achieved the knowledge, skills, and dispositions identified in the program design framework. Candidate assessment data are not aggregated by courses or by programs, other than the data as reported by Educational Testing Services regarding Praxis I and Praxis II assessments. Although faculty frequently discuss curriculum, candidate performance, and other issues related to program evaluation, the team did not find evidence of a formalized, systematic process for evaluating programs in which data and information regarding programs, including assessments of candidate performance related to identified learning outcomes, were regularly reviewed by various stakeholders.

Field Experiences

The AU Teacher Education Program has established a comprehensive sequence of field experiences involving observations, assisting in classrooms, micro teaching, tutoring, and student teaching. The "Designing a Continuum of Successful Field Experience: A Blueprint" (2006, Virginia Department of Education) was used as a resource in developing the field experiences ranging from a minimum of six hours for an early observation assignment to full-time student teaching (14 weeks, seven hours per day, which well exceeds the minimum 300 clock hours). The chart, "Field Placements: Department of Education," lists the types of placements, the time required and the methods of evaluation for each of the experiences (see Attachment A).

Candidates in the reading specialist program include two tutorials for students with special needs, the first for 15 clock hours and the second for 20 clock hours. Candidates in the Master of Education degree program in curriculum and instruction complete a teaching assistant experience for a minimum of 40 hours for seven to eight weeks.

Field placements are located in the school divisions listed in the "Introduction" (page 3), which are highly diverse. Interviews with teachers, graduates, and candidates, and visits to the schools

confirmed that candidates have experiences with racially and ethnically diverse students and with students from a range of socio-economic backgrounds. The division superintendents have signed a Partnership Agreement/Memorandum of Understanding in which the schools and the university "…mutually agree to a partnership that involves the collaboration of personnel and shared use of resources, facilities, and professional development of staff members in order to enhance the effectiveness of both institutions of learning." Field placements are included within the agreement.

Candidates report that they had multiple opportunities to demonstrate competence in the roles for which they are preparing. Overall, interviews and graduate survey responses indicate a high level of satisfaction with field experiences, with a few minor suggestions from candidates and from program graduates that included "less time on planning lessons and more time on experiencing teaching the lessons," or "more preparation for working with students with special needs." Copies of candidates' portfolios, class assignments, and student teaching evaluations indicate that they have multiple opportunities to plan, implement, and reflect upon their teaching and to receive feedback from university faculty (including education and arts and sciences faculty) and from school faculty. In reviewing the field experience guides, evaluations, field logs, and portfolios, the team did not find evidence showing how candidates are engaged in observing and reflecting upon home-school connections or if field experiences regularly provide opportunities for candidates to interact and communicate effectively with parents, communities, and other stakeholders. A few teachers who supervised candidates gave examples of how they involved the candidates with parents, but there is no evidence of a common expectation that all candidates have such opportunities.

Faculty teaching graduate level courses report that candidates have multiple opportunities to research their own practices or issues of importance to them in their work. Candidates often select research projects based upon the students with whom they work in an effort to improve their knowledge and skills in serving students. Examples of issues candidates researched in the Foundations of Education course include: multiculturalism, religion in the schools, character education, and inclusion. Candidates have multiple opportunities in the graduate level courses in the Master of Education and in the Reading Specialist programs to apply what they are learning in their classes in order to improve student learning. Faculty and candidates in graduate programs report that they have access to current educational technology and that they regularly integrate technology into their teaching and learning.

Collaboration

The Director of Teacher Education also serves as the Chair of the Department of Education and the Graduate Education Advisor. The Teacher Education Committee, which has representatives from the various disciplines with teacher preparation programs and from the arts and sciences faculty, is a coordinating body for professional education. Most of the activities of the Teacher Education Committee occur through informal channels. The Department of Education often submits items to the Teacher Education Committee or to department representatives via e-mail for them to review and provide input. There are no minutes for the Committee. Proposals for curriculum changes are submitted to the university's curriculum committee and finally to the full faculty for approval.

Interviews with professional education faculty and arts and sciences faculty teaching general and content courses indicated that they have excellent working relationships with faculty in the Department of Education. Arts and sciences faculty express interest in and commitment to teacher education programs. Arts and sciences faculty and the Director interact regularly in an informal manner on such issues as course development or instructional delivery or candidate progress. However, the current administrative structure places the majority of responsibilities and authority for developing and implementing programs, seeking and establishing partnerships, establishing policies and procedures regarding professional preparation programs, etc., upon the Director of Teacher Education and the Department of Education. The current governance structure does not seem to provide opportunities for the full potential of collaboration between arts and sciences and professional education faculty across professional education program responsibilities.

The professional education program has signed partnership agreements with six school divisions in Virginia and two in North Carolina. Interviews with teachers supervising candidates indicate that they find the handbooks useful, but that they have not received more formal preparation for their roles in supervising candidates. The professional education program conducts an orientation meeting each semester which allows the teachers to meet their interns.

The program has an active Education Advisory Board that meets twice a year and includes division superintendents and assistant superintendents, directors of instruction, human resources personnel, managers of public school programs and initiatives, and key personnel from local museums, a science center, and an institute for advanced learning and research. The review team attended the fall meeting of the Education Advisory Board, and members spoke highly of their relationship with Averett University's professional education program. School personnel expressed appreciation for the development of new programs in response to school needs: an offering of courses in gifted education since many teachers in that area are retiring; a Master of Education program in mathematics; courses leading to a certificate in autism; and a program for paraprofessionals to help them move toward licensure are a few examples. They report a need for continued strong preparation of candidates in the areas of "professionalism and classroom management," and requests to consider scholarships for *Teachers for Tomorrow* and help with providing training for mentor teachers. In addition, faculty in the Department of Education have been involved in research on such topics as promoting writing in grades five through eight and conducting studies in content area reading. AU regularly offers opportunities for teachers to attend workshops and institutes hosted by the university or Department of Education, frequently in conjunction with other partners such as the Danville Science Center and the Institute of Advanced Learning and Research. Other departments at AU also are actively involved with the schools and community. For example, the Department of Physical Education, Wellness and Sports Science reported that student athletes are highly involved as *Big Brothers and Big Sisters*. Also, one of the AU sports teams adopted a local elementary school and the Biology Department reported that their students regularly help with educational programs at the Science Center.

Review of Team Findings Based on Evidence Presented:

The professional education program design includes mission statements for graduate and undergraduate programs, a statement of philosophy, nine learning outcomes based on the INTASC standards along with assessments for each outcome, and a brief description of theories and research related to professional studies. Though course resources and individual syllabi list many theoretical and research sources, the team did not find evidence of a substantive, cohesive knowledge base that was developed by and understood by all stakeholders.

The professional education program has identified the knowledge and skills necessary for candidates to be successful as beginning professionals within the conceptual framework, within program descriptions in Condition 6, and within individual courses and field experiences. Each of these sets of knowledge and skills are critical to candidates' future success as beginning practitioners. Documentation included multiple collections of individual assessments of candidates' performance in courses and field experiences. It was not clear if the assessments for all candidates in programs were included or if these were samples of assessments. Generally, candidates perform well on the assessments available for review. The team did not find evidence of how the various sets of learning outcomes and assessments are related to each other and thus, overall, how well candidates meet competencies and learning outcomes identified in the program design framework. There seems to be a process for monitoring the progress and success of individual candidates at the individual assessment level, but data are not compiled and reviewed at the course or program level as stated in Averett's report in Condition 6. The team did not find evidence of a formal, systematic process for evaluating programs, though there are ongoing, informal conversations among faculty in education and arts and sciences which often lead to programmatic changes.

Averett has established a comprehensive sequence of field experiences that includes course-based assignments in the schools, early field experiences, and student teaching experiences. Candidates have multiple opportunities to practice critical skills and knowledge in a variety of diverse settings. Teachers supervising candidates reported that they did not receive formal preparation for their roles but they did find the field experience handbooks useful. The team did not find that the program has identified a consistent expectation that field experiences provide opportunities for candidates to observe school and classroom practices supporting effective home-school communication or school-community relationships or to interact with parents and other stakeholders.

The Department of Education collaborates well with arts and sciences faculty on an informal basis in such areas as review of applicants for admission, course development, and observation of candidates during student teaching, etc. The Department created an Averett Education Advisory Board comprised primarily of administrators from school divisions, the community college, and educational agencies. The Department has very good working relationships with the schools, and uses information from school divisions to create programs and services responsive to their needs. However, the majority of responsibility and authority for the professional education program resides within the Department of Education. Not all stakeholders are involved in policy-making and advisory bodies or in such tasks as developing the knowledge base for the professional education program or in ongoing, systematic program evaluation.

Recommendation for Standard 1: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET

Weaknesses:

1. Though the professional education program has clear mission statements, learning goals, and examples of the theories and research which inform the program, there is not a substantive, cohesive description of the knowledge base for the design of the professional education program collaboratively developed by stakeholders.

2. While the professional education program monitors individual candidate progress on several course and field experience assessments, candidate assessment data are not regularly compiled and reported to provide evidence of the extent to which all candidates have achieved the knowledge, skills, and dispositions identified in the program design framework.

3. Though the Department has established strong working relationships with arts and sciences faculty and with administration in the schools and in educational agencies, not all stakeholders are involved in policy-making and advisory bodies and in such tasks as developing the knowledge base for the professional education program or in ongoing, systematic program evaluation.

4. The program design does not include consistent expectations and opportunities for candidates to observe and reflect upon effective home-school communication practices or to interact and communicate effectively with parents, the community, and other stakeholders.

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.

General Education Courses, Experiences, and Competencies

The professional education program ensures that candidates have completed core course requirements which provide experiences in English that prepare candidates to have a full command of the English language, use standard English grammar, have rich speaking and writing vocabularies, be knowledgeable of exemplary authors and literary works, communicate effectively in educational, occupational, and personal areas and that include the knowledge and skills needed to succeed on the Praxis I assessment in reading and writing. Evidence of the above areas of competence is found in English 111: Introduction to Writing and Research and in English 112: Introduction to Literature. In addition, candidates are required to take a communication class such as Theater 103: Introduction to Human Communication. Writing intensive classes such as English 470: Literature for Children, Education 378: Curriculum in PK-6 and Education 474: Secondary/PK-12 Curriculum are examples of courses which help to

satisfy this section of the standard. English 470: Literature for Children, Education 401: Instruction in Grades PK-6 and Education 406: Instruction in Secondary/PK-12 are examples of oral intensive classes. A new one-credit course in grammar skills is offered for candidates who may wish to take the course. Before student teaching, candidates must take and pass the Virginia Communication and Literacy Assessment to provide further evidence of reading and writing skills; before graduation, students must pass a writing Exit Examination. The Director of the Office of Student Success indicates that candidates may visit the On Campus Writing Center. The Center assists candidates with written communication skills and specific skills to pass the Praxis I assessment in writing.

The professional education program ensures that candidates have completed core and major courses and experiences in mathematics that prepare them to become mathematical problem solvers, communicate and reason mathematically, make mathematical connections, and that include the knowledge and skills needed to succeed on the Praxis I assessment in mathematics. Evidence of core courses in mathematics includes Mathematics 111: Theory of Modern Mathematics I and Mathematics 112: Theory of Modern Mathematics II. Mathematics requirements for other licensure areas vary according to the major. Mathematics placement tests are administered to all incoming students to determine areas of weakness and to assess the need for completing Math 100, a noncredit remediation course. Evidence of a one credit, 15-hour course to assist students in passing the mathematics portion of Praxis I is available every semester and can be found in Education 299: Special Studies, Praxis Math. Students must pass Praxis I before being admitted into the Teacher Education Program and move on to take their upper-level education classes. Mathematics is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

The professional education program ensures that candidates have courses and experiences in science that prepare them to 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. Evidence of courses to meet the science requirements includes Biology 101: Introduction to Biology and Physical Science 101: Survey of Physical Science. Candidates are required to take a minimum of eight hours of biology and physical science coursework to gain elementary education PreK-6 licensure in Virginia. Science requirements for other licensure areas vary according to the major. Natural sciences is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates. Further evidence of courses to meet science requirements is found in Education 180: Earth Science/Geography for Educators and Education 483: Mathematics and Science in Grades PK-6. Candidates must attend events and take field trips to the Danville Science Center and to science events and workshops offered by the Danville-based Institute for Advanced Learning and Research, whenever possible and appropriate.

The professional education program ensures that candidates have completed core and major course requirements which provide experiences in history and the social sciences that prepare candidates to know and understand our national heritage, to develop knowledge and skills of American and world history, geography, government/political science, and economics. Evidence of course requirements includes History 201: United States History I, History 202:

United States History II, History 101: History of Western Civilization I and History 102: History of Western Civilization II. For geography, government/political science, economics, evidence is found in the following required courses: Political Science 131: The World of Politics, History 201: United States History I; History 202: United States History II; History 101: History of Western Civilization I; and History 102: History of Western Civilization II. Students seeking PK-6 Virginia licensure must take a minimum of six semester hours in American history—History 201: United States History I and History 202: United States History II; six hours in world history—History 101: History of Western Civilization I and History 102: Western Civilization II; three hours in the world of politics--Political Science 131: The World of Politics; and six hours in psychology--Psychology 205: Developmental Psychology and Education 322: Educational Psychology. History and social science requirements for other licensure areas vary according to the major. History and Social science is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

The professional education program ensures that candidates have other courses and experiences including the fine arts, communications, literature, and philosophy to produce a well-rounded individual. Candidates seeking Virginia licensure must complete a minimum of six credit hours of art and music, three credit hours of communications, nine credit hours of literature, three credit hours of philosophy or ethics, four credit hours in health and fitness, and three credit hours of religion. Evidence of course requirements in art and music include a choice of Art 103: Visual Arts; Art 205/305/306: Art History; and Music 260/261: Music History. Evidence of course requirements in communications is found in Theater 103: Introduction to Human Communication or Theater 300: Public Speaking. Evidence of course requirements in required courses in literature include English 112: Introduction to Literature; English 201: Major British Authors; and English 470: Literature for Children. Evidence of course requirements in ethics includes Philosophy 150: Introduction to Philosophy or Philosophy 210: Ethics. Four credit hours are required in health and fitness which include Health 220: Health and Fitness for the 21st Century for PK-6 or Health 110: Contemporary Health Problems for Secondary/PK-12. Evidence for three credit hours of religion can be found in Religion 101: Introduction to Old Testament Literature or Religion 102: Introduction to New Testament Literature. Foreign language is one of five areas of concentration, two of which are required for PreK-6 Liberal Studies candidates.

The curriculum presented in the documents and in the report outlines the opportunities candidates have to develop the basic knowledge and skills expected of beginning professionals. Applicants to the Teacher Education Program also must take and pass the Praxis I assessments in order to be admitted to the program. The review team requested more information on how well candidates performed on the Praxis I subtests in Reading, Writing, and Mathematics. The data were provided in Excel files by faculty in the Teacher Education Program during the on-site visit and are reported in the charts on the next page. The charts show data for applicants to the Teacher Education Program aggregated across four years, 2005-2009, for Praxis I assessments in Reading, Mathematics, and Writing. Pass rates are not computed in those instances where there are fewer than 10 test-takers across the four years.

Number of Applicants to the Teacher Education Program Taking and Passing Praxis I Assessments in Reading, Writing, and Mathematics from 2005 to 2009

[Note: Candidates must take and pass Praxis I assessments for entry to the Teacher Education Program and to pass Praxis II, VCLA, and VRA (when applicable) prior to admission to student teaching.]

Program	**Praxis I: Reading**			**Praxis I: Writing**			**Praxis I: Mathematics**		
	Number Taking Test	**Number Passing Test**	**Percent Passing Test**	**Number Taking Test**	**Number Passing Test**	**Percent Passing Test**	**Number Taking Test**	**Number Passing Test**	**Percent Passing Test**
Health and Physical Education	11	9	82%	[*]	[*]	--------	[*]	[*]	--------
History and Social Science	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
Liberal Studies (Elementary Education)	66	36	55%	70	44	63%	69	35	51%
Art (Visual Arts)	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
Mathematics	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
English	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
MED: Elementary Education	11	4	36%	10	4	40%	10	7	70%
MED: Health and Physical Education	10	3	30%	[*]	[*]	--------	11	4	36%
MED: Mathematics	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------
MED: English	[*]	[*]	--------	[*]	[*]	--------	--------	--------	--------
MED: History and Social Sciences	[*]	[*]	--------	[*]	[*]	--------	[*]	[*]	--------

[*] – Denotes fewer than 10 test takers

The professional education program does not consistently aggregate Praxis I entry level requirement data for all applicants who take the assessment. It is not clear how the professional education program is addressing the issues reflected in the lower scores. It is not clear how the professional education program addresses the pool of candidates who do not pass the required Praxis I assessments for entry into the program.

All candidates are required to pass Praxis II, the Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA), when applicable, prior to admission to student teaching. The Review Team also requested additional information on how well candidates who applied for student teaching did on these exams. Data for 2005-2009 were provided during the on-site visit. The number of candidates who took and passed the Praxis II assessments across four years, 2005-2009, are shown in the chart on the next page.

Number of Candidates Taking and Passing Praxis II Assessments from 2005 to 2009

Program	Praxis II		
	Number Taking Test	Number Passing Test	Percent Passing Test
Health and Physical Education	[*]	[*]	--------
History and Social Science	[*]	[*]	--------
Liberal Studies (Elementary Education PreK-6)	59	56	95%
Art (Visual Arts)	[*]	[*]	--------
Mathematics	[*]	[*]	--------
Science: Biology	[*]	[*]	--------
English	[*]	[*]	--------
MED: Elementary Education	[*]	[*]	--------
MED: Health and Physical Education	[*]	[*]	--------
MED: Mathematics	[*]	[*]	--------
MED: English	[*]	[*]	--------
MED: History and Social Science	[*]	[*]	--------

[*] – Denotes fewer than 10 test takers

All candidates taking the VCLA from 2006 to 2009 passed the exam with the exception of one candidate of the seven in the MED Elementary PreK-6 program. Five of the six MED Elementary Education candidates passed the VRA and 31 of 35 (89 percent) Liberal Studies Elementary Education candidates passed the VRA.

The professional education program does not consistently aggregate Praxis II, VCLA, and VRA data for all candidates who take the assessment. It is not clear how the professional education program is addressing the issues reflected in the lower scores.

Professional Knowledge, Skills, and Dispositions

Candidates are required to take a sequence of courses and are offered experiences in which they have opportunities to acquire and learn to apply knowledge about the physical, social, emotional and intellectual development of children and youth. Evidence is found in course program requirements and syllabi that address these competencies included in PSY 205: Developmental Psychology; ED 322: Educational Psychology; HTH 220: Health and Fitness for the 21st Century (PreK-6)/Health 110: Contemporary Health Problems (PreK-12 or Secondary); and POS 131: World of Politics (Pre-K-6). PE 351: Adapted Physical Education is required for licensure in Health and Physical Education.

Through examination of course syllabi, evidence is found for students seeking PreK-6 licensure where they have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences. (ED 350: Reading and Language Development; ED 351: Field Experiences in Reading and Language Development; ED 443 Diagnosis and Application of Reading and Language Arts; ED 444: Practicum in Reading; ED 378: Curriculum in Grades PK-6; ED 379:

Teaching Assistant: Grades PK-6; ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ENG 470: Literature for Children; and one additional 200 level or higher literature course).

Candidates seeking licensure in secondary areas of endorsement have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences (ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ED 334: Content Area Reading and Language Development; and one additional 200 level or higher literature course.)

In addition, samples of evidence for Child Abuse and Neglect Recognition certificates are found as well as Master of Education with Teaching Certificate Evaluation forms. Evidence of field placements is found in ED 290: Foundations of Education; ED 322: Educational Psychology; ED 334: Content Reading and Language Development; ED 350: Field Experiences/ Practicum in Reading and Language Development; ED 379: Teaching Assistant Grades PK-6; ED 444: Practicum in Reading; ED 478: Teaching Assistant 6-12; ED488, 588: Directed Teaching/Seminar in Secondary PK-6; and ED 489, 589: Directed Teaching.

Candidates seeking PreK-6 licensure have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences. (ED 350: Reading and Language Development; ED 351: Field Experiences in Reading and Language Development; ED 443 Diagnosis and Application of Reading and Language Arts; ED 444: Practicum in Reading; ED 378: Curriculum in Grades PK-6; ED 379: Teaching Assistant: Grades PK-6; ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ENG 470: Literature for Children; and one additional 200 level or higher literature course).

Candidates seeking licensure in secondary endorsement areas have opportunities to develop a thorough understanding of the complex nature of language acquisition and reading through required professional studies coursework and experiences (ENG 111: Introduction to Writing and Research; ENG 112: Introduction to Literature; ED 334: Content Area Reading and Language Development; and one additional 200 level or higher literature course.)

Course syllabi in such courses as ED378: Curriculum in Grades PK-6 and ED 401: Instruction of PK-6 show evidence of engaging students in the study of diversity where candidates take the VARK diagnostic test to validate learning preferences and their learning styles and Multiple Intelligences are diagnosed. In ED 401: Instruction of PK-6, differentiation of instruction, learning modalities, and Assertive Discipline are part of the evidence. During interviews, school division administrators reported that graduates from Averett are prepared to work with students in inclusive settings and diverse student populations. They also indicate that the Education Department needs to continue to work with candidates to ensure that they have the skills needed to work with diverse students and their families and have the skills necessary for good classroom management and professionalism. In a meeting with undergraduate candidates, they reported that they are well-prepared for dealing with diverse student populations. Candidates also said that they are given strategies for addressing diverse parents. Finally, these candidates agree that they are placed in diverse school settings in their practicum and student teaching experiences.

Appropriate use of technology is integrated in various required courses in the undergraduate and graduate programs. In addition, two Averett graduates who teach mathematics in one of the division schools reported during an interview that technology was integrated "very well" in the courses they took in their master's level classes.

According to the Institutional Report, candidates in the program are required to take a sequence of courses and complete multiple experiences in teaching methods in which they must understand and use the principles of learning, methods for teaching content, classroom management, selection and use of teaching materials, and evaluation of student performance.

These experiences are verified in coursework required for PreK-6 licensure which include ED 378: Curriculum and ED 401: Instruction where the course syllabus and activities include portfolio assessment, rubrics, curriculum planning and mapping, thematic units, lesson planning, classroom management strategies, differentiated instruction, and instructional methods. Coursework required for PreK-12 licensure includes ED 474: Curriculum where lesson planning in mathematics and science, portfolio development are a major focus. In ED 406: Instruction with Experiences, evidence is found related to direct instruction, lesson planning, lesson planning and strategies, classroom management, and student assessment procedures.

All candidates complete a practicum and student teaching experiences that require extensive lesson planning. During student teaching, candidates are serving as "full-time" teachers in direct contact with students and are responsible for planning and carrying out instruction based on appropriate standards. Evidence is found in student teaching evaluations by the cooperating teacher, school administrator, and Averett supervisor. Sample evaluations indicate that, on a 1-5 scale, candidates are performing from average to superior. Comments such as "good classroom management," "prepared and motivated," and "plans his lessons according to the VA Standards of Learning" are made. In addition, there are three other instances where candidates have the opportunity to have a positive effect on student learning as a teacher aide (paraprofessional), teacher assistant, and reading tutor. Sample evaluations for teacher aides, on a 1-5 scale, indicate that candidates are performing at a superior level of performance. Comments such as "very enthusiastic and shows a rapport with students" and "will make an excellent teacher" are made by cooperating teachers. Sample evaluations for teacher assistants, on a 1-5 scale, indicate that candidates are performing at an above normal to superior level of performance. Sample reading teacher evaluations, on a 1-5 scale, indicate that candidates are performing at a superior level of performance.

Candidates analyze and reflect on student performance through journal entries, observational feedback from cooperating teachers, Averett supervisors, and peers. Candidates reflections include comments on planning, working collaboratively with school staff, and implementing a lesson as a lead teacher.

The professional education program ensures that all licensure candidates complete a sequence of coursework and activities in which candidates acquire the ability to use educational technology to enhance student learning. Evidence of coursework required for all candidates seeking licensure includes CSS 113: Microcomputers and Application Software.

However, in interviews with undergraduate candidates they indicate that they are presented with "a lot of instruction" in Microsoft Office but they receive very little "hands-on" experience in the use of technology. They also indicate that SMART Boards do not work properly in the education classroom. Candidates who are in science and mathematics indicate they receive lots of "hands-on" experiences through various science and mathematics courses but not in the courses in the Education Department.

Interviews with candidates in undergraduate programs indicated that the professional education program does not provide adequate working equipment and "hands-on" experiences in technology in the undergraduate education program. This is reported as a weakness in the report of findings section.

Throughout the professional education program coursework, candidates receive instruction in how to analyze various types of data for planning and assessment purposes. Evidence is found in courses for PreK-6 licensure candidates who complete ED 443/444: Diagnosis and Application of Reading and Language Arts, where candidates administer informal and formal assessment procedures in literacy areas and learn how to write formative and summative diagnostic reports. Field assignments for this course provide opportunities to use and interpret actual assessments and to develop instructional plans to remediate struggling readers or provide additional instruction for gifted readers.

Evidence is found for PreK-12 licensure candidates who learn disaggregation techniques in ED 474: Curriculum. Candidates also learn how to use the disaggregated data to improve classroom instruction and develop individual tutoring plans.

Review of Team Findings Based on Evidence Presented:

The professional education program ensures that candidates complete coursework and field experiences which prepare them to develop the competencies for beginning professionals. The sequence of coursework includes core courses in English, including oral and written communications skills; mathematics, including core and major course requirements; science courses that prepare candidates to develop and use experimental design in scientific inquiry; and history and social science where the focus is on preparing candidates to know and understand our national heritage, world history, geography, government/political science, and economics. In addition, candidates take other courses including the fine arts, communications, literature, and philosophy.

Candidates must take and pass Praxis I for entry to the Teacher Education Program and to pass Praxis II, VCLA, and VRA (when applicable) prior to admission to student teaching. Though the professional education program monitors individual candidates' performance on these exams, data regarding candidates' performance are not consistently aggregated for Praxis I, Praxis II, VCLA, and the VRA. The team requested additional information regarding the performance of applicants for the Teacher Education Program on Praxis I in order to obtain additional evidence of how well candidates meet basic skills requirements. The team also requested data on Praxis II as additional information on how well candidates who are applying for student teaching have mastered subject matter knowledge. Summaries of the information, particularly regarding

candidates' performance on the writing and mathematics subtests on Praxis I and on Praxis II, indicate that candidates in some programs are not performing well on these tests. It is not clear how the professional education program addresses the issues reflected in the lower scores and addresses challenges faced by candidates who do not pass Praxis I or Praxis II which are required for entry into the program (Praxis I) and for entry into student teaching (Praxis II).

The professional education program has identified a sequence of courses where candidates acquire and learn to apply knowledge about the physical, social, emotional, and intellectual development of children. In addition, the professional education program provides required courses and experiences in differentiation of instruction, technology integration, and practicum and student teaching. Candidates complete a sequence of coursework in educational technology to enhance student learning. However, the team found that candidates are not provided with adequate working equipment and "hands-on" experiences in technology in the undergraduate education program. This is reported as a weakness under Standard 4.

Recommendation for Standard 2: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET

Weakness:

The professional education program does not regularly aggregate and review Praxis I entry level requirement data for all applicants who take the assessment and does not aggregate and review Praxis I, VCLA, and VRA data for all candidates taking the exams. It is not clear how the professional education program is addressing the issues reflected in the lower scores on the Praxis I subtests of writing and mathematics and on the Praxis II subject matter exams. It is not clear how the professional education program addresses the pool of applicants who do not pass the required Praxis I assessments for entry into the program or the pool of candidates who apply for student teaching but do not pass exams required for admission to student teaching.

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

Faculty Qualifications

Faculty vitae indicate that professional education faculty members in the professional education program have appropriate expertise that qualifies them for their assignments. The professional education program employs four full-time faculty members, of which three hold the Ed.D. degree and one holds the master's degree. The Department of Education faculty has demonstrated preparation and competence in general education at the elementary, middle, and high school levels; competence in special education; and competence in literacy education. A number of faculty members maintain the appropriate licensure through the Virginia Department of Education. The master's level faculty member has taken courses toward the doctorate degree, holds two graduate degrees, has taught high school, and has served as a school principal. Of the four full-time faculty members, three are tenured and one is non-tenured. The professional education program also has a complement of 36 full-time faculty members in arts and sciences,

of which 23 have a doctorate degree and the others hold advanced degrees and significant experience in their field of study.

Several sources of evidence indicate that professional education faculty members demonstrate an understanding of current practice related to technology: course descriptions and course syllabi reflect the use of technology and student portfolios and projects reveal that candidates are using technology. Interviews with professional education and university administrators indicate that resources are allocated for professional development in using technology. Two point sixteen percent (2.16%) of the 2009-2010 university budget is allocated to technology and support of technology. For example, faculty members received e-portfolio training through a Microsoft grant and developed the e-portfolio guidelines and rubric before they implemented the e-portfolio requirement in the Foundations of Education fall 2009 course. Some faculty members, particularly at the graduate level, are using Blackboard to manage course content and student assignments. Artifacts of candidates' work show that they are using technology: course assignments and portfolios include the use of video clips, spreadsheets, PowerPoint presentations, Internet research, online journaling, e-mailing, and video-taping. Candidates' lesson plans, reflection papers, and other assignments confirm that they are proficient in the use of word processing.

However, there are some indications that the equipment for instructional technology has not been kept up-to-date and that the faculty members do not consistently integrate current technologies across all programs, particularly in the undergraduate programs. Two SMART Boards are available, but have become outdated and are no longer used. Some of the undergraduate candidates reported that they experienced very little technology integration in their courses until they went into the PreK-12 schools for field experiences. Candidates in the mathematics and science areas and candidates in graduate programs experience more integration of technology than some of the other areas of undergraduate study. Several plans are in process to increase the availability of current technologies in campus classrooms and to provide training to use these technologies. The approved Department of Education budget for the 2009-2010 year includes the purchase of two SMART Boards dedicated for use by the Department. A technology teacher at a local high school has agreed to provide training to Averett faculty and students in their use once the boards arrive. One Mimio Capture Board will be set up in the Department of Education classroom and all faculty will receive training very soon.

The *Virginia Standards of Learning* are reflected in course syllabi created by the professional education faculty to include course learning objectives, requirements, and practica field experiences. Interviews with faculty in arts and sciences and in professional education revealed that they have a strong understanding of the *Standards of Learning*, address the SOL specifically in their instruction, and require candidates in the program to develop and implement instruction which ensures that PreK-12 students master the SOL.

The professional education faculty members demonstrate their understanding of cultural differences and exceptionalities and their instructional implications through information in their vitae and through the courses and instructional assignments they plan as part of the professional education program.

Faculty members in the Department of Education have accumulated experiences with cultural diversity through:

- Extensive experience at the PreK-12 level with special education, ESL, high poverty, and minority students;
- Travel to other countries;
- Instructing culturally diverse students at AU; and
- Knowledge and use of Learning Styles/Multiple Intelligences theories with diagnosis of students' learning strengths and limitations.

Candidates' Working Portfolios contain assignments created by faculty that require an awareness of cultural differences and exceptionalities. During interviews candidates and alumni with different ethnic and cultural backgrounds spoke frequently about the caring and compassion they received from the professional education program faculty. Faculty members require that candidates build their knowledge of cultural differences and exceptionalities and indicate provisions for individual differences in their lesson plans. Faculty members ensure that candidates have field experiences in the PreK-12 schools that include working with special education, ESL, high poverty, and minority students. Candidates also have the opportunity to interact with a diverse population of peers: the ethnic makeup of the candidates in the Department of Education is Asian 2 percent, Black (African American) 14 percent, Hispanic 2 percent, and White 82 percent.

Review of faculty vitae confirmed that professional education faculty members who supervise candidates during field experiences have had multiple professional teaching experiences in PreK-12 school settings. These experiences include, but are not limited to: past teaching and administrative responsibilities in diverse school settings; current experiences in tutoring PreK-12 students in reading and handwriting; working with at-risk students in practica and after-school programs; participating on a number of boards and committees to assist with design and delivery of instructional programs in the public schools.

Professional education faculty members also are involved in professional activities related to the professional preparation of teachers and reading specialists. Faculty members serve as members and officers in the Virginia Reading Association, the International Dyslexia Association, and local boards such as the Danville Reading Center and the Pittsylvania County School's Gifted Education Council. New programs are designed and implemented in response to the needs of the PreK-12 community, with suggestions made by the Education Advisory Board at its yearly luncheon meeting and other communications and by others in the service area. Examples of new programs initiated in this way include the four-course gifted classes providing the coursework for teachers desiring to add gifted education to their certificates, and the Averett Autism Initiative with its three-course series to give regional teachers, parents, paraprofessionals, and Averett students information about the characteristics and treatment of individuals diagnosed with an autism spectrum disorder. The autism courses have been approved for tuition reimbursement through the Virginia Autism Council.

High Quality Instruction

Course syllabi indicate that professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. Course syllabi are revised and updated each semester by the professional education faculty to reflect current research and practice regarding teaching and learning. Course syllabi, candidates' work samples and portfolios, and statements during interviews indicate that instructional teaching methods include a variety of models and approaches such as cooperative learning, group assignments, reflection journaling, Internet research, and presentations.

Course content, requirements, assignments and field practica include aspects that promote student reflection, critical thinking and problem solving through class discussion, lecture, cooperative learning, individual research and collaborative work with the PreK-12 schools and practicing teachers. Working Portfolios are created by each candidate and evaluated by faculty.

Artifacts displayed in candidates' portfolios, course syllabi, faculty portfolios, work samples, course teaching methods, assessments, evaluations by cooperating teachers and instructors, and responses during group interviews support the fact that the teaching of the professional faculty reflects knowledge and understanding of cultural diversity and exceptionalities. Candidates identified work samples by the INTASC principles and the Virginia Standards of Learning which include indication of an understanding of cultural diversity and exceptionalities.

The process for evaluating the teaching of faculty is outlined in the faculty handbook. The evaluation of teaching appears to rely primarily upon student evaluations of courses taught. The results of these evaluations are compiled each semester. Results of these evaluations were provided for all departments in the university for several recent years. However, data for the Department of Education for all but one year reflected a major problem with aggregating the data for the Department, resulting in unusable data. Data for one year, 2007, revealed that students evaluated courses and faculty in the Department at or above AU averages on the statements rating how well the course and instructors engaged them, increased their interest, responded to them, and motivated them:

- "I learned a lot"
- "increased my interest"
- "provided clear explanations"
- "sufficiently difficult"
- "provided learning experiences"
- "responded to questions"
- "well-prepared"
- "kept office hours"
- "generally attentive in class"
- "completed assignments"
- "sincere efforts to do best"

Faculty evaluations based on student ratings of the course and instruction are reviewed by the Vice President for Academic Affairs and shared with faculty members by the Chair of the Department of Education. The process states that "strengths and weaknesses are discussed to promote plans for improvement when appropriate" but there is lack of documentation on how the results of the evaluations are shared and used to improve teaching and learning on a consistent basis. Interviews and conversations with faculty indicated that because of the small size of the faculty and the close proximity of the offices, much information is shared during informal conversations, e-mails, and telephone calls.

Policies Governing Faculty Assignments

Averett University's Faculty Handbook indicates that full-time faculty members are expected to teach the equivalent of 12 semester hours of credit each of the two semesters. In addition, faculty are expected to serve on University committees, advise students, share in the work of departmental planning, and support student activities. Averett is a teaching institution and faculty members are expected to exert full effort to provide quality instruction to students. The Faculty Handbook states that the administration may offer course load equivalence for performing certain non-classroom tasks. Only under most extraordinary circumstances may a faculty member teach in excess of 16 semester hours of credit in any one semester. Each of the four full-time professional education faculty serves on several University and department standing committees, work on PreK-12 projects, advise candidates, and complete other internal responsibilities. Faculty members in the Department also frequently teach overloads and independent studies. At this time, the Department is seeking to fill a fifth faculty position, which would greatly help in redistributing the responsibilities of the current faculty. The Director of Teacher Education also serves as the Chair of the Department of Education, oversees the graduate programs, and serves as the primary advisor for the graduate programs.

Faculty of the Department of Education follow a planned procedure for procuring new faculty as addressed in the University Faculty Handbook. The Vice President for Academic Affairs, in collaboration with the Department of Education, directs the national search procedures for hiring new faculty and works to secure adequate budget resources to employ and retain quality and diverse faculty. The document, Averett University Education Department Faculty Recruitment: 2005-2009, indicates that the recent hiring of a male who is part Native American is an indication of the efforts to hire diverse faculty. It is indicated that the main difficulty with filling vacant positions is the low salary.

Faculty Development and Evaluation

The University Faculty Handbook states that it is incumbent upon professionals to undertake activities to enhance their knowledge and skills and to assure that they remain current in their disciplines. Professional education faculty participate in conferences, VDOE-sponsored workshops and training, and other off-campus, professional development activities. The Faculty share information at monthly faculty and AU Department meetings, attend University-sponsored Lecture Series which bring scholars from a variety of disciplines to speak, participate in instructional experiences with PreK-12 professionals and SOL, provide university support for action research projects and community service learning activities, and participate in the

Interdisciplinary Day sharing of faculty expertise and talent. The University's budget includes funding for faculty travel and professional development. Documents indicate that each faculty member has an allotted travel amount within their department and the Vice President for Academic Affairs has a budgeted amount that each faculty member can tap into for other professional development. Travel and professional development funds that were budgeted for the Department of Education were expended by the faculty.

Professional Education faculty are involved in professional development through the AU-sponsored Lecture Series which bring scholars from a variety of disciplines to speak at AU, instructional experiences with PreK-12 professionals, university action research projects, and community service learning activities that enhance professional skills and practices of pre-service and in-service teachers. Faculty members are involved in designing and presenting professional activities in response to educational needs of the community such as autism awareness. Most of the faculty members' involvement in professional development in their professional fields appears to be local.

The program reports that, prior to graduation, candidates complete survey assessments evaluating each student teaching placement, their host teachers, and the entire Professional Studies in Education program. These results are reviewed by the professional development faculty, discussed and utilized to improve the programs. However, the team was not able to access information summarizing or analyzing the results of the evaluation or plans to improve programs based on these evaluations.

The Faculty Handbook discusses evaluation of faculty which primarily relies upon student evaluations of courses. Such evaluations are conducted in each course for new faculty during the first two years; other faculty are evaluated in two classes each semester. Contributions to teaching, scholarship, and service are considered when one applies for tenure or promotion. The Faculty Handbook states that promotion does not "follow automatically when a faculty member has met the academic and experience qualifications of the next rank, nor when he or she has served a certain number of years." Rather, the following criteria will guide department chairs and the Dean of Arts and Sciences in making recommendations to the President concerning promotion:

1. evidence of effective teaching;
2. evidence of a strong sense of professional responsibility;
3. interest in scholarly pursuits, including continuing study in the faculty member's academic discipline;
4. attainment of excellence in teaching, scholarship, or service;
5. evidence of appropriate professional involvement beyond the University;
6. willingness to exercise responsibility and/or leadership in faculty and academic affairs;
7. length of service at the University;
8. commitment to the philosophy and goals of the institution; and
9. availability of funds.

Tenure decisions as well are "made for the common good" rather than to "further the interests of individuals or of the University." Teaching, scholarship, and service are the primary criteria considered. Other factors, including, but not limited to, philosophical compatibility, changes in academic programs that occur after the candidate was hired, and individual research or teaching interests may influence the judgment of candidates, tenure committees, and administrators.

Review of Team Findings Based on Evidence Presented:

The full-time and adjunct professional education faculty members represent diverse backgrounds and are qualified for their assignments and are actively engaged in the professional community. Indicators of the achievement of this standard include the fact that the professional education faculty have completed formal advanced study, earned doctorates or have exceptional expertise in their field. They have demonstrated competence in each field of endorsement area specialization, and they demonstrate understanding of current practice related to the use of computers and technology. However, the professional education program does not maintain working and updated technology hardware for use in the classroom, particularly at the undergraduate level (this is reported as a weakness under Standard Four which addresses resources). Professional education faculty members demonstrate understanding of Virginia's Standards of Learning and an understanding of cultural differences and exceptionalities and their instructional implications. The faculty who supervise field experiences have had professional teaching experiences in PreK-12 settings. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in PreK-12 schools.

It was found that 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 include the use of instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement. Evidence supports that the teaching of the professional education faculty encourages candidates to reflect, think critically, and solve problems and reflects knowledge and understanding of cultural diversity and exceptionalities. Faculty evaluations are primarily based upon student evaluations of courses they teach. Results of the evaluations are shared with the faculty member by the Chair. The process states that "strengths and weaknesses are discussed to promote plans for improvement when appropriate" but there is lack of documentation on how the results of faculty evaluations are shared and used to improve teaching and learning, scholarship, and service on a consistent basis.

The professional education program ensures that policies and assignments are in keeping with the character and mission of the institution. Indicators of achievement of this standard include the fact that the workload policies and assignments support a 12-credit hour load with only rare exceptions made for teaching a 16-hour load. Policies governing the teaching loads of professional education faculty including overloads and off-site teaching are mutually agreed upon. There is a need for a fifth faculty member in the Department of Education. The university administration expresses strong support for continuing to advertise and fill this position, which would help to redistribute responsibilities among faculty in the department. Because of recent retirements, one individual has assumed several responsibilities as Director of the Teacher Education Program, the Chair of the Department of Education, and the primary coordinator and advisor for graduate programs in education, in addition to teaching six hours each semester. The need for additional faculty, staff, and administrative resources is reported under weaknesses cited in Standard 4.

The professional education program and the university ensure that there are multiple activities available for faculty to further develop their competence and professional involvement. Indicators of the achievement of this standard are found in the policies and practices described in the Faculty Handbook that encourage professional education faculty to be continuous learners and the fact that support is provided for professional education faculty to be regularly involved in professional development activities. Regular evaluation of professional education faculty is primarily based upon student evaluations of courses and the results are shared in fairly informal ways by the chair with the faculty members. Promotion and tenure policies (including pre-tenure) address teaching, scholarship, and service.

Recommendation for Standard 3: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET

Weakness:

Annual evaluations of faculty rely primarily upon student evaluations of courses and results are shared informally by the chair with faculty members. Tenure (including pre-tenure) and promotion policies address teaching, scholarship, and service. However, there was lack of evidence of a systematic process that ensured regular evaluations of teaching, scholarship, and service and that the results of evaluations are used to promote improvement in those areas.

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.

The professional education program is housed in the Department of Education and is coordinated by the Director of Teacher Education. The Director of Teacher Education oversees admission of candidates into the program, monitors their progress in the program, and recommends candidates for licensure. The Director is responsible for recruitment, outreach, developing new programs, orientation and training of faculty and school mentors, making field placements, and licensure and recertification. The Teacher Education Committee serves as an advisory board and includes faculty representatives from departments across the university who teach courses in the core curriculum and in the content majors and who advise candidates entering the Teacher Education Program.

Faculty Selection, Tenure, and Promotion Decisions

As evidenced in the Faculty Handbook (available online), there are clear processes for faculty recruitment, selection, tenure, promotion and retention decisions. Faculty positions are requested by the department and approved by the Vice President for Academic Affairs. Positions are advertised in *The Chronicle of Higher Education* and other appropriate publications. The Vice President for Academic Affairs collects résumés and makes them available to the department. The department chair and other members of the department review the résumés and can recommend up to three candidates to the Vice President for Academic Affairs for interviewing. That office makes arrangements for the interviews.

After interviews are complete and credentials and references have been checked, the Department Chair makes a recommendation to the Vice President for Academic Affairs who can concur or refuse. If the Vice President for Academic Affairs concurs, the negotiations for rank, salary, and any credit toward tenure are conducted by the Vice President for Academic Affairs and the prospective faculty member. Expectations of the candidate's performance during the first years also are negotiated. The Vice President for Academic Affairs then recommends employment to the President who initiates all contracts. After the signed contract is received, the Vice President for Academic Affairs notifies the unsuccessful candidates. Untenured faculty members whose contracts will not be extended are notified in writing by the President by March 15.

Procedures for tenure and promotion are clearly stated in the Faculty Handbook, including the minimum requirement of six years at Averett or three years from another institution (with tenure). During the pre-tenure time, the faculty member is engaged in working with colleagues to meet various criteria for tenure. According to the Faculty Handbook, three main areas are assessed for promotion and tenure: teaching, scholarship, and service. Other areas for consideration of tenure include philosophical compatibility, changes in academic programs since the faculty member's hire, and individual research agenda.

The professional education program participates in decisions regarding faculty hires, retention, tenure and promotion by having faculty members serve on university search committees and on pre-tenure and post-tenure committees.

Student Recruitment

The recruitment of students is a university-wide effort. Education faculty members participate in Open House sessions scheduled by Averett University, other institutions such as Danville Community College (DCC), and partnership school divisions. Averett also participates in the Teachers for Tomorrow initiative. Several individuals commented on the success of that program. In spring 2009, over 100 students and supervisory faculty toured the campus, attended a teacher education class and had lunch with Averett students in the Student Center. There was a fall 2009 campus visit by Danville Community College's TEACH club. The Director of Teacher Education sent a follow-up message to the instructor and included a request for the names of the students who visited. This information would be used for future contacts and an invitation for additional get-togethers.

Averett University renewed the DCC transfer student agreement to make it easier for students to transfer to the four-year institute. The Graduate Education Program Advisor (who is also the Department Chair and Director of Teacher Education) has recruiting responsibility for all graduate students in the Education Department. She is assisted by the Office of Institutional Development, the Admissions Office, and the Public Relations Office of the University. Programs and courses are promoted by e-mails to partnership school divisions, area newspapers, and notices on the Averett University Web site. At the meeting on November 10, 2009, the Advisory Board members were asked for their input regarding PreK-12 school needs. Some mentioned graduate courses they would like Averett to offer. The Director of Teacher Education

is actively involved in the recruitment of students for both the undergraduate and graduate programs.

Curriculum Decisions

Minutes from the Department of Education faculty meetings indicate that curriculum revisions for courses in the Department are discussed and made during these meetings. Curriculum changes follow the procedures as stated in the Faculty Handbook. Resource allocations and budget requests also are discussed during faculty meetings.

Curriculum questions or ideas outside of the Department of Education are generally addressed by the Director. One example is the collaboration between a faculty member in psychology and the Director on updating a course on human development and ensuring that students were involved in applying what they were learning in the course. Another example is the English professor who noticed the lack of adequate grammar skills of pre-service teachers in the Children's Literature course she taught. She submitted a one-hour course proposal through the curriculum approval process in the Department and this course is being taught for the first time this fall. Faculty members who work with candidates in education outside of the Department of Education report high regard for the Director and good communication and collaboration.

Long-Range Planning

The Department of Education has been involved in strategic planning over the past year. Long-range strategic planning goals were discussed at faculty meetings in 2008 and 2009. Goals were agreed upon at the August 21, 2009, education faculty meeting. These written plans include objectives, assessment methods, results, use of results and resources needed.

The long-range goals include, but are not limited to, topics related to autism, Kappa Delta Pi (KDP) initiatives, secondary programs, marketing of programs, increasing minority enrollments, maintaining the Teacher Education Program at high and rigorous standards, partnership assessment procedures, and DCC/AU additional communication and involvement. Department members were to select goals to develop and "begin work for the visit." It was noted that a marketing expert may be called in to help with the goal of promoting all educational programs. Minutes from the September meeting indicated that one of the Department of Education faculty members would work on a goal of including faculty members from other departments who are involved in teacher preparation.

Dr. Tiffany Franks, Averett University's new President, held a series of meetings which impacted education faculty and the development of long-range planning in the Department. Her small group meetings regarding Averett's future in all areas of development including facilities, finances, faculty, staff, and students have been very successful. Her energy and enthusiasm for Averett's future has been contagious and evident in faculty, staff, and students.

Since many of the long-range goals have been discussed and adopted recently, there is no indication of assessments or of monitoring progress at this point. However, three of the goals have been addressed. At the November 10 Advisory Board meeting, two faculty members

presented reports on two initiatives. The Autism Initiative began in 2007 as a three-course series with the third course being offered. The education faculty member who worked on this reported high interest, comfortable enrollments, and a desire to continue. Several members of the Advisory Board also commented on the success and requested continuation of the courses. The faculty sponsor of Kappa Delta Pi also presented her report to the Advisory Board (November 10). The application to establish a chapter of Kappa Delta Pi has moved forward at a strong pace and she was enthusiastic about holding the first initiation ceremony in the spring 2010. Another initiative involved the E-Portfolio project. Three of the four faculty members attended a series of webinars sponsored by the Council for Independent Colleges Teach 21 for training in best practices for E-Portfolios for candidate learning, reflection, and assessment.

Policy-Making and Advisory Bodies

The University and the Department of Education have developed good relationships with school divisions, particularly through the Averett Education Advisory Board. Superintendents, human resources personnel, and other central office school personnel serve on the Board as well as administrators from other educational agencies such as the Danville Museum of Fine Arts and History, the Danville Science Center, and the Institute for Advanced Learning and Research. AU and the Department have collaborated with the school divisions on several educational initiatives, including the development of the autism courses mentioned above, a sequence of courses on gifted education, a program to help paraprofessionals move toward licensure, etc. Advisory Board representatives from each partner school division and other community institutions were very positive in their comments regarding Averett's work with them and the pre-service teachers they work with. Many commented that they are glad to hire Averett graduates. The Board meets twice a year and discusses the needs of schools and ways to collaborate in meeting those needs and provides general feedback on their experiences with candidates and suggestions for preparation programs.

There are no teachers on the Board and at this time, input from teachers regarding the development, administration, evaluation and revision of programs, including field experiences, appears to be limited to informal feedback. During interviews, mentor teachers commented positively about the quality of preparation of the student teachers and how much they enjoyed working with Averett University's candidates and faculty members. There did not seem to be much formal preparation for their roles in supervising candidates except for a 30-60 minute orientation which was primarily dedicated to meeting their student teacher.

Candidates are not involved in advisory or policy-making bodies. They do provide feedback regarding the preparation program through exit surveys and program graduate surveys. Candidates evaluate their courses and also evaluate the programs through a written exit interview form. Surveys also are used to gauge student satisfaction with programs.

The Teacher Education Committee (TEC) shares some of the responsibilities for the professional education program. The charge for the Teacher Education Committee cited in the Faculty Handbook is that "This Committee coordinates the program of teacher education and administers policy relating to the admission of students to that program. It also acts as an advisory body to the Dean of Arts and Sciences in making recommendations concerning the development of teacher

education." The TEC has representatives from each of the licensure programs beyond those housed in the Department of Education.

The TEC committee members state that they participate in the approval process of students entering the Teacher Education Program. They also make at least three observations of student teachers in their content areas. Those evaluations are submitted to the Director of Teacher Education. They report that they are not generally involved in other responsibilities regarding professional education programs, such as recruiting students or partnering with school systems. Though members of the TEC informally discuss issues regarding programs, such as the progress of individual students or implementation of courses, there was no evidence that the TEC has a formal role in developing, administering, evaluating, or revising education programs.

TEC members were enthusiastic about working with the Department of Education and were very complimentary of the work of the Department. Interviews indicate that communication between the Director and the Teacher Education Committee members is very good. The Director keeps them informed of changes in state requirements or course offerings. When asked if they hold regular meetings, the response was that most communications were conducted via e-mails. They did indicate that if there was an issue with a student or other concerns, they would all meet after a regular University faculty meeting to resolve the issue. There are no minutes for the TEC.

The policies and practices of the program are in accordance with the policies and practices of Averett University regarding nondiscriminatory and due process guarantees to faculty. The Faculty Handbook states the process for recruitment, hiring, due process procedures for pre-tenure and post-tenure faculty members and grievances for these and other situations. The Student Handbook provides information on an appeals process regarding grades or other reviews of their performance.

Resources

The professional education program has four full-time faculty and six to nine adjuncts. The course load is four/four for three faculty members. These three faculty members frequently teach overloads and conduct Independent Studies. Over the past several years, the AU Department of Education has advertised and interviewed several viable candidates for a much-needed new position for a fifth faculty member. Due to some unique situations, no viable candidate has been hired to fill the position. The administration is to be commended for assuring the Department of Education that the position is being held until a suitable candidate can be hired.

The Director of Teacher Education has a reduced teaching load due to being Director, Graduate Advisor, and Department Chair. There is one Administrative Assistant and two student assistants during fall and spring semesters. According to a document, "Averett University Education Department Faculty Recruitment: 2005-2009", (Std. 4 1a), the State Department of Education suggested in an earlier on-site visit that there was a need for a Department Chair and Director of Teacher Education who would "serve solely in an administrative capacity and work on a 12-month contract." At that time, there were four full-time faculty members and one part-time member. Formerly, two faculty members served in administrative positions as Director of

Teacher Education and as Department Chair and Graduate Program Advisor. Each had a reduced teaching load. Due to changes in the faculty--two left and two new hires--responsibilities were reallocated with all the administration duties and responsibilities shifted to one faculty member who is now Department Chair, Director of Teacher Education, and Graduate Program Advisor. Each of these administrative positions has grown to include more responsibilities. The Director is responsible for: admission, orientations, field placements, outreach and partnerships, recruitment, recertification and licensure, developing new programs, and updating materials, in addition to her responsibilities as department chair and graduate advisor and teaching.

Faculty offices are located in Frith Hall and there seems to be adequate office space even if a fifth faculty member is hired. There are computer labs located in Frith Hall as well as in other campus facilities. Most education classes are taught in Frith Hall. Classroom 106 has been designated as the education classroom and will soon have the new Mimio Board installed. Budgetary resources are sufficient for the operation of the programs. According to student interviews, more technology equipment would enhance the preparation of pre-service teachers. There is a need for a computer lab in the North Campus facility. The licensure program in Health and Physical Education is mainly housed in that building and although each classroom has one computer and two classrooms have two computers each, it would be helpful for students to have closer access to a computer lab. Students enjoy the convenience of wireless Internet in the new Student Center and in the Library.

Information regarding professional programs is gathered from surveys from principals, teacher evaluations of students, and students' written exit interviews. Although there are Virginia Department of Education on-site visits every seven years and other required reports, there do not seem to be any internal self studies or systematic accountability measures for program evaluations.

Resources are allocated to allow professional education programs to meet anticipated outcomes. At this time, three initiatives are well under way with more planned. The annual budgets for education are at or above the level of funding for other programs and are supplemented when necessary. Library allocations are the highest for educational programs and include new titles, over 1,000 education e-journals, videotapes, and other instructional materials as needed.

The University provides training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to faculty and candidates. Undergraduate candidates are required to take a computer science course and faculty can audit a course. They also are offered opportunities to enroll in computer courses on a regular basis. The series of webinars in E-Portfolios mentioned previously, are an example of one of the opportunities offered to faculty. Professional education faculty use their training to instruct the candidates in using the new skills in their student assignments. The University's Computer Center and trained-faculty help candidates improve their technology skills in using e-mail, online registration, Blackboard, Excel, e-Portfolio development and other assignments utilizing other technology skills. The Social Sciences and Distance Learning Librarian, provides online tutorials for students to learn how to access resources in the library.

Office space is provided for four full-time faculty members. Adjunct faculty have access to work space near the education faculty offices and the Administrative Assistant on the 4th floor of Frith Hall. The question was asked if this was adequate and the response was "yes" mainly due to the fact that many adjuncts work from home, had late afternoon or evening classes and the 4th floor was quieter at that time. A tour of the facility supported that response. The work areas have cubicles in recessed alcoves and the surroundings were quiet, adequate and useful. All faculty, from full-time to adjuncts, have access to technology, mail service, and Blount Library's facilities including study carrels, classrooms, and check-out of books and materials. The budget provides for adequate instructional supplies, mileage for supervision of students in the field, and other program needs. New purchases include the Mimio Capture to replace one of the older out-dated SMART Boards. Faculty and students commented on the uselessness of these pieces of equipment. Jump drives were provided for each faculty member. Maintenance of technology equipment and Frith Hall is conducted on a regular basis and equipment failure is remedied in a timely manner. The Student Success office also works closely with faculty when a student is absent or is having academic problems. Resources are provided to aid the education programs prepare pre-service teachers to graduate as professionals.

Budget allocations support undergraduate and graduate programs. Budget records indicate that the Department of Education receives good support, equal to or above allocations for other units, from the university. All university faculty members receive $600 for professional development. Education faculty members also receive $50 to spend for supplies and each member receives $50 for membership in a professional organization. The Department Chair receives additional travel money. Money is budgeted to include honorariums for mentor teachers who work with student teachers.

The Averett Library allocates funding for specific requests for education students. Materials include videos, over 1,000 education e-journals, a special location for the Children's Literature Collection, and other educational materials. The library's expenditures to support the Department of Education were the highest of those for all departments. All library faculty members assist students with research and the use of materials and technology. The computer lab located in the lower level of the library recently received 16 new computers. The computer lab also has been used by an education faculty member to hold regular classes for a number of years. The Social Sciences and Distance Learning Librarian offers an online tutorial in how to utilize the library specifically for education students. The library provides areas for education students to view required videos. A new Mimio Capture (similar to interactive SMART Board) has been delivered and will be set up soon in Classroom 106 which is designated for education classes in Frith Hall. This will be used for instructional purposes by faculty and pre-service students. This new piece of equipment is needed to replace two older SMART Boards that are housed in the Frith Hall lower level computer lab. The Mimio Capture is much more advanced than the older SMART Boards which are not very accessible and barely work. The North Campus facility houses most of the Health and Physical Education program classes. The TEC representative of this program is more isolated due to the location being so far away from the main campus.

Review of Team Findings Based on Evidence Presented:

The professional education program is housed in the Department of Education and is managed by the Director of Teacher Education. Though faculty members from programs external to the Department of Education are involved in the Teacher Education Committee, this body appears to be more of an advisory board than a policy-making, governing body. Communication seems to be conducted through conversations, e-mails and other informal venues. It is commendable that such a positive atmosphere is evident throughout all strands of the professional education program. Though faculty enjoy good working relationships and this informal process might be effective in some matters, it does not allow for the full collaboration of arts and sciences faculty, adjunct faculty, PreK-12 school faculty, and AU education students in several aspects of the governance of the professional education program. This is particularly important as new faculty members become part of the professional education program, faculty members across campus are involved in the teacher preparation program, and school and organization partnerships continue to grow. A more formalized governance system also could factor into a more formalized evaluation of programs.

The Department has developed an Averett Education Advisory Board with representatives from the upper administration of schools and local educational agencies who meet once a year and provide helpful feedback on partnerships and collaboration with AU. AU has developed several successful programs based upon the needs articulated by school administrators and other Board partners. However, the involvement of teachers and of candidates in the advisory and policy-making bodies for professional education is limited. Candidates evaluate programs in exit interviews and through graduate surveys. Mentor teachers receive minimum preparation for their roles in supervising and are not involved in planning, implementing, and evaluating programs, including field experience programs, on a regular and systematic basis. In addition, all stakeholders have not been involved in developing the knowledge base for the program.

The professional education program has adequate monetary resources sufficient for the operation of the program. The university administration states full commitment to providing the resources needed for the program. Full-time, part-time, and adjunct faculty are provided with sufficient office space, and teaching aids and materials. The team found a need for more up-to-date on-campus instructional technology, particularly for courses in the undergraduate programs and for the off-campus programs in Health and Physical Education. The Department of Education is currently searching to replace a fifth faculty member position, which is greatly needed. The Director of Teacher Education, who also is the Chair and Graduate Advisor, has too many responsibilities, and there is a need for more faculty and/or administrative support in that office to ensure adequate support for the operation and accountability of the educational program.

Recommendation for Standard 4: (Met/Met Minimally with Significant Weaknesses/Not Met)

MET WITH SIGNIFICANT WEAKNESSES

Weaknesses:

1. The overall organization and governance of the professional education program does not provide for the full level of involvement of all stakeholders in the governance of the professional education program, including designing, implementing, evaluating, and revising programs.

2. The roles of the Director of Teacher Education and Department Chair as well as Graduate Program Advisor have expanded greatly. There is a need for additional human resources in the office of the Director and Chair and a need for hiring a fifth faculty member to alleviate faculty overloads and to ensure adequate support for the operation and accountability of the education program.

3. The professional education program does not maintain working and updated technology hardware for use in the classrooms serving undergraduate students, including programs in Health and Physical Education located at the North Campus.

ATTACHMENT A

Descriptions of Field Experiences

CRITERIA FOR ADMISSION TO FIELD EXPERIENCES AND STUDENT TEACHING

COURSE	TYPE OF **PLACEMENT**	TIME **REQUIRED**	ADMISSION **CRITERIA**	METHODS OF EVALUATION
ED 444: **Practicum in Reading**	Reading Tutorial	21 hours; 3-4 hours per week for 5-7 weeks	Background check, TB test, Ed 350/351, 2.5 GPA, passed Praxis I (reading)	Host teacher evaluation; Rubric; Portfolio; Observations by Professor
ED 478: Teaching Assistant 6-12	**Teaching Assistant Secondary Education PreK-12 Education**	**Minimum of 40 hours; 7-8 weeks**	**Background check, TB test, Admission to Education Department**	**Student journals; mid-term and final check-list evaluation by Host Teacher**
ED 488, 488G	**Student Teaching**	**2 placements – 7 weeks each; 7 hours per day; out of class preparation; observation of teachers included in initial activities, required attendance of school activities and meetings; weekly on-campus seminars**	**Background check, TB test, Admission to Education Department, passed Praxis I and Praxis II**	**Written and oral evaluations by University supervisor; mid-term and final evaluations; checklist evaluations by clinical faculty; principal evaluation; portfolio; online journals**
ED 489, 489G	**Student Teaching**	**10-11 weeks –7 ½ hours per day plus out-of-class preparation, which is extensive; required attendance at school activities and meetings; weekly on-campus seminars**	**Background check, TB test, Admission to Education Department, passed Praxis I and Praxis II**	**Written and oral evaluations by University supervisor; mid-term and final evaluations; checklist evaluations by clinical faculty; principal evaluation; portfolio; online journals**

CRITERIA FOR ADMISSION TO FIELD EXPERIENCES AND STUDENT TEACHING

COURSE	TYPE OF **PLACEMENT**	TIME **REQUIRED**	ADMISSION **CRITERIA**	METHODS OF EVALUATION
ED 290 **Foundations of Education**	**Observation**	Minimum of 6 hours **3 in preK-6 and 3 in 6-12**	Background check, TB test	Observation reports completed by student **Register for Observation**
ED 322 Educational Psychology	**Aiding**	**Minimum of 20 hours in an area school**	**Background check, TB test**	**Student journals; mid-term and final evaluations by the Host Teacher**
ED 344 Content Reading and Language Development	**Microteaching for Secondary 6-12/PK-12 Students**	**1-3 hours per week for 4-10 weeks: 10 hours required**	**Background check, TB test**	**Host teacher evaluation; student journal; lesson plans; rubric**
ED351 Field Experiences/ practicum in Reading and Language Development	**Tutorial**	**1½ hours per session; 5 sessions**	**Background check, TB test**	**Daily Checklists Evaluations by Instructor; Lesson plans and Instruction**
ED 379 Teaching Assistant Grades PK-6	**Teaching Assistant**	**Minimum of 40 hours; 7-8 weeks**	**Background check, TB test, admission to Teacher Education Program (GPA2.5 minimum, passage of Praxis I)**	**Student journals; mid-term and final checklist evaluations by Host Teacher**

All information found in Averett University Undergraduate Catalog and *Guide to Field Experiences (Department of Education)*

COMMONWEALTH *of* VIRGINIA

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

January 22, 2010

Dr. Tiffany M. Franks, President
Averett University
420 West Main Street
Danville, Virginia 24541

Dear Dr. Franks:

As prescribed in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et. seq.), professional education programs in Virginia shall obtain 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. Averett University requested professional education program review by the Board of Education process.

Enclosed is the *Professional Education Program Review Team Report of Findings* from the on-site accreditation review of Averett University that was conducted on November 8-11, 2009. This document was reviewed by Dr. Lynn H. Wolf, director of teacher education, for factual accuracy. The recommendation of the review team is that the professional education program at Averett University be "accredited," indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

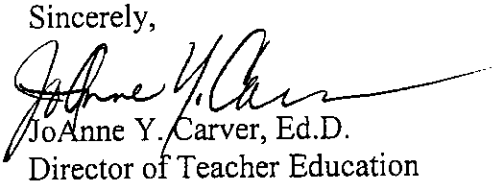
A copy of the *Professional Education Program Review Team Report of Findings* also is being mailed to Dr. Wolf. A response to the report must be sent to Dr. JoAnne Y. Carver, director of teacher education, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120 within 30 days' receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

The report of findings and institutional response, if applicable, is reviewed by the Department of Education. The report of findings is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education.

ABTEL develops recommendations regarding program accreditation approval for the Board of Education. The Board of Education receives ABTEL recommendations for review and action. The final decision rests with the Virginia Board of Education.

On behalf of the Virginia Department of Education, I would like to take this opportunity to acknowledge the faculty, staff, and students of Averett University for the considerable time and effort required to prepare for this review. If you have questions about the report or the accreditation review process, please do not hesitate to contact me at (804) 371-2475, or by e-mail: JoAnne.Carver@doe.virginia.gov.

Sincerely,



JoAnne Y. Carver, Ed.D.
Director of Teacher Education
Division of Teacher Education and Licensure

JYC/jyc
Enclosure

c: Dr. Lynn H. Wolf
Patty S. Pitts

Averett
UNIVERSITY
Office of the President

FEB - 9 2010

February 2, 2010

Dr. JoAnne Y. Carver
Director of Teacher Education
Commonwealth of Virginia
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Dear Dr. Carver:

I am writing to acknowledge receipt of your letter of January 22, 2010. First, let me again express on behalf of our Teacher Education Department and University our appreciation for the investment of time and expertise you and the visiting team provided to Averett.

The recommendations and findings will enable our faculty and staff to continue strengthening our programs that support the preparation of our teachers and partnerships with our schools. I will ensure that Averett responds to the process as you have outlined in your letter. It's been a pleasure working with you throughout this process.

Best wishes,

Tiffany M. Franks
President

TMF/kw

cc: Dr. Steve Ausband
Dr. Lynn Wolf

Chartered in 1859
420 West Main Street • Danville, Virginia 24541 • 434-791-5670 • Fax: 434-791-7311 • Email: *tfranks@averett.edu*

Averett
UNIVERSITY
Office of the President

FEB 2010

February 2, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Commonwealth of Virginia
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

FEB 08 2010

Dear Dr. Wright:

Thank you for your recent letter acknowledging the approval of Averett University's education programs. We are proud of our long standing tradition of educating and preparing people of all ages for careers in education. As we both know, there is nothing more important to the Commonwealth and to the country than empowering our young people with a strong education.

It's been a pleasure working with you through this process, and I look forward to our continued work on campus to further strengthen the programs that support the preparation of our teachers and partnerships with our schools.

Best wishes,

Tiffany M. Franks
President

TMF/kw

cc: Dr. Steve Ausband
Dr. Lynn Wolf

Chartered in 1859
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Board of Education Agenda Item

Item: R. **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language

Presenter: 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
- _X_ Board of Education regulation
- ___ Other: _____

___ Action requested at this meeting _X_ Action requested at future meeting: May 27, 2010

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action
date _____
action _____

Background Information:

The responsibility for teacher licensure is set forth in section 22.1-298.1 of the *Code of Virginia,* which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The *Licensure Regulations for School Personnel (September 21, 2007)* 8VAC20-22-40 (A) state, in part, that "…all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education."

The Board of Education prescribes the Praxis II (subject area content) examinations as the professional teacher's assessment requirements for initial licensure in Virginia. The Board originally approved cut scores on 16 subject content tests that became effective July 1, 1999. Subsequently, the Board adopted additional content knowledge tests as they were developed by the Educational Testing Service (ETS). Virginia teachers and teacher educators participated in validation and standard setting studies guided by ETS personnel to ensure an appropriate match between Praxis II tests and the competencies set forth in Virginia's regulations, as well as the K-12 *Standards of Learning*.

ETS continues to update the Praxis II assessments through the test regeneration process. When this process results in substantial changes to an assessment, another standard setting study is required.

The *Licensure Regulations for School Personnel* (September 21, 2007) (8VAC20-22-360 B 2. b.) allow native speakers or candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university to satisfy content requirements by passing a foreign language assessment in the appropriate language as prescribed by the Board of Education. In 2004 the Board of Education approved the use of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test as alternate tests to the Modern Language Association (MLA) Proficiency Test for Teachers and Advanced Students.

Summary of Major Elements

Standard setting studies were conducted November 30 through December 3, 2009, for the Praxis World Language assessments in French, German, and Spanish which are required for individuals seeking the Foreign Language pre-K-12 endorsements in French, German, and Spanish in Virginia. ETS conducted the standard setting studies on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Language assessments. A detailed summary of the study, *Standard Setting Report – Praxis World Languages: German (0183); Praxis World Languages: French (0174); and Praxis World Languages: Spanish (0195) – December 2009,* is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French, and Spanish teachers in Virginia.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge assessments will be discontinued, with the last administration in June 2010 for German and July 2010 for French and Spanish.

In addition to the state-specific study, ETS also conducted two multistate standard setting studies for each World Language Assessment in July and August of 2009, in Princeton, New Jersey. The results of these studies, including the passing scores recommended by the multistate panels, are attached (Appendix B) and include participants, methodology, and recommendations.

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessments. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two-hour and 45 minute assessment is divided into four separately timed sections:

Section I: Listening with Cultural Knowledge (50 minutes) – 36 multiple-choice questions
Section II: Reading with Cultural Knowledge (50 minutes) – 39 multiple-choice questions.
Section III: Writing (50 minutes) – Three constructed-response questions
Section IV: Speaking (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

The process used in the Virginia standard setting study is detailed in Appendix A. The panel recommended:

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62 percent of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.

- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66 percent of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.

- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69 percent of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

A similar process was used in the multistate standard setting studies as described in Appendix B. The panels recommended:

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65 percent of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.

- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65 percent of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.

- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70 percent of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia standard setting study as well as the multistate standard setting study, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia standard setting studies and the multistate studies for each language are shown on the following pages. In all charts, consistent with the

recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – German

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	61 (4.71)	159
-2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+2 SEMs	71	172

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.50)	165
-2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+2 SEMs	75	177

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.66)	161
-2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+2 SEMs	72	173

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.59)	163
-2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – French

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.53)	163
-2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+2 SEMs	74	176

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	59 (4.65)	157
-2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+2 SEMs	68	169

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.54)	166
-2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+2 SEMs	75	178

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.61)	162
-2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – Spanish

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.47)	167
-2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.44)	167
-2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	69 (4.33)	171
-2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+2 SEMs	77	181

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	67 (4.38)	168
-2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

On March 15, 2010, the Advisory Board for Teacher Education and Licensure (ABTEL) reviewed the studies and unanimously recommended that the Board of Education set the following cut scores for revised Praxis II World Language Assessments:

Praxis World Languages: German (0183) – 163

Praxis World Languages: French (0174) - 163

Praxis World Languages: Spanish (0195) - 168

Further, the Advisory Board for Teacher Education and Licensure (ABTEL) recommended that the Board of Education approve the revised Praxis II assessments in World Languages: German, French, and Spanish as additional test options for native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure recommendations to approve cut scores for the revised World Language German, French, and Spanish assessments, and approve the use of the revised Praxis II assessments in German, French, and Spanish as additional test options that can be utilized by native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages.

Impact on Resources:

Costs associated with the administration of the Praxis II World Language assessments will be incurred by the Educational Testing Service. Prospective foreign language teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the May 27, 2010, meeting.

Appendices

Appendix A - Standard Setting Report for Virginia – December 2009

Appendix B - Multi-State Standard Setting Report – October 2009

Appendix C - ***Test at a Glance – Praxis World Languages – German***

Appendix D – ***Test at a Glance – Praxis World Languages – French***

Appendix E – ***Test at a Glance – Praxis World Languages - Spanish***

Appendix A
Standard Setting Report for Virginia - December 2009

Listening. Learning. Leading.

Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

December 2009

Conducted on Behalf of the Virginia Department of Education by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments, which will be administered in Virginia for the first time in the fall 2010.

The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French and Spanish teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panels' recommendations to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward recommendations to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut scores on each of the Praxis World Languages assessments.

Recommended Cut Scores

The standard setting studies involved an expert panel for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel are provided to the VDOE to assist in the process of establishing appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62% of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66% of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69% of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the content specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments.

The purposes of the studies were to (a) recommend the minimum Praxis World Languages scores judged necessary to award a preK-12 Foreign Language Endorsement and (b) confirm the importance of the Praxis World Languages content specifications for entry-level German, French and Spanish teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panels' recommended passing scores, or cut scores, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward recommendations to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut scores on each of the Praxis World Languages assessments.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- **Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions[1]
- **Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions[2].
- **Section III: Writing** (50 minutes) – Three constructed-response questions
- **Section IV: Speaking** (15 minutes) – Three constructed-response questions.

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[1] For Section I (Listening), 30 of the 36 questions contribute to the candidate's score for German and Spanish; and 29 of the 36 questions for French.

[2] For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German and French; and 30 of the 39 questions for Spanish.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included an expert panel. The VDOE recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the three panels.)

Praxis German Assessment

The German panel included 15 teachers and administrators. In brief, 13 panelists were teachers and two were administrators. Eleven panelists were female. Nine panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and German. All panelists reported being certified German teachers in Virginia. Nearly half of the panelists had between 4 and 7 years of experience as a German teacher, and 20% had 12 or more years of teaching experience. (A fuller demographic description for the members of the German panel is presented in Table 1 in Appendix D.)

Praxis French Assessment

The French panel included 13 teachers, administrators, and college faculty who prepare French teachers. In brief, 10 panelists were teachers, one was an administrator, and two were college faculty. Ten panelists were female. Eleven panelists indicated they were most fluent in English, and one indicated being equally fluent in English and French. Eleven panelists reported being certified French teachers in Virginia. Near half of the panelists had 16 or more years of experience as a French teacher, and 30% had 7 or less years of teaching experience. (A fuller demographic description for the members of the French panel is presented in Table 7 in Appendix E.)

Praxis Spanish Assessment

The Spanish panel included 20 teachers, administrators, and college faculty who prepare Spanish teachers. In brief, fifteen panelists were teachers, two were administrators, and two were college faculty. Seventeen panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Eighteen panelists reported being certified Spanish teachers in Virginia. Nearly half (45%) of the panelists had 7 or less years of experience as a Spanish teacher, and nearly half (45%) had 16 or more years of teaching experience. (A fuller demographic description for the members of the Spanish panel is presented in Table 13 in Appendix F.)

Process and Method

The design of the Praxis World Languages assessments standard setting studies included separate expert panels for each assessment. As described below, the training provided to panelists was consistent across panels.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the Praxis World Languages assessments (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Dr. Clyde Reese, an ETS researcher in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the Praxis World Language assessments were developed, provided an overview of standard setting, and presented the agenda for the study. The German and Spanish panels were led by Dr. Wanda Swiggett, an ETS research, and the French panel was led by Mr. Jack Burke, an ETS consultant.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions (without access to the answer key) and to sketch responses to the constructed-response questions. After "taking the test," the panelists were provided access to the answer key for the multiple-choice questions and the rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified German, French, or Spanish teacher in Virginia. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

As a starting point in the development of the JQC definition, panelists were given the definition from a previous multi-state standard setting study for the assessment. The panelists were instructed to use the previous definition as a "rough draft" for developing a Virginia-specific definition. Panelists were encouraged to (a) *keep*

statements from the multi-state definition that were appropriate for Virginia; (b) *revise* statements to better reflect Virginia standards; (c) *drop* statements that were not applicable in Virginia; and (d) *add* statements to address knowledge and/or skills not considered by the multi-state panels. The panelists were split into smaller groups, and each group was asked to develop their definition of a JQC. Each group referred to the Praxis World Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load

placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard deviation. Following discussion, the panelists' judgments were displayed for each multiple-choice question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[3]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well

[3] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The number of panelists who record each score level (0 through 6) also was displayed for each constructed-response question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level teacher in Virginia. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the 21 knowledge/skills statements.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists' indication of whether they had received adequate training to make their standard-setting judgments and were ready to proceed. Across the three panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Table 2 in Appendix D (German), Table 8 in Appendix E (French), and Table 14 in Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw score points needed to "pass" the section or assessment — of each panel for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, II and IV. The separate "cut scores" for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels' average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to

recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

For each assessment, the Round 2 average scores for each section are summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panel's cut score recommendation for the Praxis German assessment is 60.80 (see Table 2 in Appendix D). The value was rounded to the next highest whole number, 61, to determine the functional recommended cut score. The value of 61 represent approximately 62% of the total available 98 raw points that could be earned on the assessment. The scaled score associated with 61 raw points is 159.[4]

Table 4 (in Appendix D) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis German assessment has not yet been administered.

Praxis French Assessment

The panel's cut score recommendation for the Praxis French assessment is 63.44 (see Table 8 in Appendix E). The value was rounded to the next highest whole number, 64, to determine the functional recommended cut score. The value of 64 represent approximately 66% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 64 raw points is 163.[5]

Table 10 (in Appendix E) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis French assessment has not yet been administered.

[4] For reference purposes, if the recommended raw cut score was 60 points, the scaled score would be 157.
[5] For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 162.

Praxis Spanish Assessment

The panel's cut score recommendation for the Praxis Spanish assessment is 65.42 (see Table 14 in Appendix F). The value was rounded to the next highest whole number, 66, to determine the functional recommended cut score. The value of 66 represent approximately 69% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 66 raw points is 167.[6]

Table 16 (in Appendix F) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis Spanish assessment has not yet been administered.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments' content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, all the knowledge/skills statements were judged to be *Very Important* or *Important* by at least 80% of the panelists for a particular language. Two knowledge/skills statements were judged to be *Very Important* or *Important* by 90% or less of the panelists for two languages:

- "*Understands the rules of the sound system of the target language …*" for German and Spanish; and
- "*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*" for German and Spanish.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Table 6 (in Appendix D), Table 12 (in Appendix E) and Table 18 (in Appendix F) present the results of the final evaluations for German, French and Spanish, respectively.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study; that the facilitators' instructions and explanations were clear; and that they were prepared to make their standard setting judgments. For each panel, more than two-thirds of the panels *strongly agreed* that the standard-setting process was easy to

[6] For reference purposes, if the recommended raw cut score was 65 points, the scaled score would be 166.

follow. The panelists reported that the (a) definition of the JQC, (b) the knowledge/skills required to answer each test question, and (c) their own professional experience most influenced their standard-setting judgments.

Across both panels, no panelists indicated that they were *uncomfortable* with the recommended cut score; all panelists indicated they were *very* or *somewhat comfortable* with their recommendation. For the German assessment, 80% of the panelists were *very comfortable* with their recommendation and all the panelists thought their cut score recommendation was *about right*. For French, 77% of the panelists were *very comfortable* with their recommendation and all the panelists thought their cut score recommendation was *about right*. Finally, for Spanish, 85% of the panelists were *very comfortable* with their recommendation and 19 of the 20 panelists thought their cut score recommendation was *about right*.

Summary

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments, which will be administered in Virginia for the first time in the fall 2010.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel are provided to the VDOE to assist in the process of establishing appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62% of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66% of the 97 available raw score points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69% of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

For each assessment, the panel confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages content specifications were important for entry-level teachers in Virginia. The results of the evaluation surveys (initial and final) from each panel support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis World Languages: German Assessment

Virginia Standard Setting Study

Day 1

	General Session
8:00 – 8:15	**Welcome**
8:15 – 8:45	**Overview of Standard Setting & Workshop Events**
8:45 – 9:00	**Overview of the Praxis World Languages Assessments**
9:00 – 9:05	**Break**
	Break-Out Room
9:05 – 9:20	**Introductions**
9:20 – 11:30	**"Take" the Praxis World Languages: [Target Language] Assessment**
11:30 – 12:00	**Discuss the Praxis World Languages: [Target Language] Assessment**
12:00 – 12:15	**Define the Knowledge/Skills of a JQC**
12:15 – 1:00	**Lunch**
1:00 – 3:00	**Define the Knowledge/Skills of a JQC (continued)**
3:00 – 3:15	**Break**
3:15 – 3:45	**Standard Setting Training for MC Items (Sections I and II)**
3:45 – 5:15	**Round 1 Standard Setting Judgments for Multiple-Choice**
5:15 – 5:30	**Collect Materials; End of Day 1**

AGENDA
Praxis World Languages: German Assessment

Virginia Standard Setting Study

Day 2

	Break-Out Room
9:00 – 9:15	**Questions from Day 1 & Overview of Day 2**
9:15 – 10:00	**Standard Setting Training for CR Items (Sections III and IV)**
10:00 – 10:30	**Round 1 Standard Setting Judgments for Constructed-Response**
10:30 – 10:45	**Break**
10:45 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Round 1 Feedback & Round 2 Judgments (continued)**
2:15 – 3:00	**Specification Judgments**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms
3. Comprehend most main ideas, key concepts and some details in authentic samples of everyday paragraph length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods and grammatical terminology
6. Can identify significant people, places, events, customs, and social structures in German-speaking countries
7. Has an awareness of regional differences in language

Writing and Speaking

1. Ability to deliver language with little hesitation using varied pace and appropriate intonation
2. Articulation and pronunciation is comprehensible to a native speaker
3. Can express himself/herself on a variety of topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute and summarize
5. Demonstrates control of mechanics and conventions in writing
6. Is able to adjust writing and speaking for various purposes and audiences
7. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad vocabulary including commonly-used idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic (native speakers and/or authentic materials) aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of the various components of grammar
6. Has an understanding of pronunciation of spoken French
7. Has a basic knowledge of historical and current people, places, customs, events, social structures and trends in French-speaking countries and regions
8. Has a basic awareness of regional differences in vocabulary, pronunciation, idioms, and cultural references

Writing and Speaking

1. Is comprehensible to a native speaker not accustomed to dealing with non-native speakers
2. Can express himself/herself and his/her opinion on a variety of topics
3. Uses a variety vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking, and engaging in conversations
4. Demonstrates basic command of mechanics (grammar, syntax, spelling and punctuation) in writing
5. Demonstrates control of mechanics in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Organizes ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, context clues, synthesis, and predictions with authentic texts
2. Comprehends a diverse vocabulary including some commonly used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of common grammar concepts, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Has cultural understandings to include prominent historical and current people, perspectives, products, and practices
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a listener by using a moderate degree of accuracy in pronunciation and grammar
2. Can express himself/herself on a variety of concrete and abstract topics, express and defend personal opinions, and negotiate real world situations
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Applies appropriate form and style in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Organizes ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel

Panelist	Affiliation
Jeff Davis	Patrick Henry High School
Tanya Espinoza	Landstown High School
Stuart Gapper	James River High School
Margot C. Hall	Newport News Public Schools
Helga Hiss	Monticello High School
Barbara Kovalik	Thornburg Middle School
Emily Massey	Robinson Secondary School
Michelle Ray	Spotsylvania County Schools
Diane Rice	Hidden Valley High School
Marion R. Salm	Heritage High School
Alan R. Strecker	Northside High School
Robyn N. Thompson	Lee-Davis High School
Jeffrey Van Wassen	Manassas City Public Schools
Beth Vanderpool	Andrew Lewis Middle School
Linda Verheul	Powhatan High School

French Panel

Panelist	Affiliation
Danyel Brugh Barnes	Salem High School
Margaret Beckner	Virginia Beach City Public Schools
Julia Campbell	Heritage High School
Shirley "SJ" Cordell-Robinson	James Monroe High School
Kenneth Deal	Freedom High School
Betty R. Facer	Old Dominion University
Lisa A. Harris	Norfolk Public Schools
Carie E. Hatfield	Churchland High School/Portsmouth City Public Schools
Patricia S. Lyons	Fluvanna County High School
Daniel Mensah	Gar-Field High School
Suzanna Mullins	Coeburn High School/Wise County Public Schools
Scott Powers	University of Mary Washington
Maria M. Yount	Powhatan Junior High School

Spanish Panel

Panelist	Affiliation
Elizabeth Ashley Burke	Randolph Henry High School/Charlotte County Public Schools
Marcia Chaves	James Monroe High School
Stacy Escobar	Spotswood High School
Graciela Garzón	Hanover County Public Schools
Stephen Gerome	James Madison University
Anne Gordon-Arbogast	Orange County High School
Michele-Marie D. Griffith	Poquoson Middle School/Old Dominion University
Stephen Hart	Denbigh High School
Karen Heist	Woodside High School
Leonardo López	Buffalo Gap High School/Augusta County
Khadijah Luqman	LC Bird High School
Alexsis Mansisidor	Chesterfield County Public Schools
Marla Meade	Wise County Public Schools
Sandra F. (Suzy) Morris	Fluvanna County High School
Nancy Munoz	Prince Edward Elementary School
Melissa Reynold	Atlee High School
Maria Sicurella	Prince Edward County Elementary School
Gresilda A. Tilley-Lubbs	Virginia Tech University
Jill Vargas	Rappahannock High School/Richmond County Public Schools
Barbara R. Wiley	Westfield High School

APPENDIX D
Results for Praxis World Languages: German

TABLE 1 Committee Member Demographics — German

	N	Percent
Group you are representing		
Teachers	13	87%
Administrator/Department Head	2	13%
College Faculty	0	0%
Race		
African American or Black	1	7%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	93%
Hispanic	0	0%
Gender		
Female	11	73%
Male	4	27%
In which language are you most fluent?		
English	9	60%
German	2	13%
English and German about the same	4	27%
Are you certified as a German teacher in Virginia?		
No	0	0%
Yes	15	100%
Are you currently teaching German in Virginia?		
No	1	7%
Yes	14	93%
Are you currently mentoring another German teacher?		
No	14	93%
Yes	1	7%
How many years of experience do you have as a German teacher in Virginia?		
3 years or less	0	0%
4 - 7 years	7	47%
8 - 11 years	5	33%
12 - 15 years	2	13%
16 years or more	1	7%
For which education level are you currently teaching German?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%
High School (9 - 12 or 10 - 12)	8	53%
All Grades (K - 12)	3	20%
Higher Education	0	0%
Other	2	13%
School Setting		
Urban	2	13%
Suburban	11	73%
Rural	2	13%

TABLE 2 Cut score Summary by Round of Judgments — German

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Mean	17.35	17.49
Median	17.90	17.70
Minimum	13.85	14.95
Maximum	20.60	19.50
SD.	2.35	1.54
SEJ	0.61	0.40
Section II: Reading (Max. Raw Score = 32)		
Mean	19.21	19.78
Median	19.60	19.80
Minimum	14.25	16.80
Maximum	23.90	22.20
SD.	2.87	1.68
SEJ	0.74	0.43
Section III: Writing (Max. Raw Score = 18)		
Mean	11.40	11.47
Median	11.00	12.00
Minimum	9.00	9.00
Maximum	13.00	13.00
SD.	1.24	1.25
SEJ	0.32	0.32
Section IV: Speaking (Max. Raw Score = 18)		
Mean	11.47	12.07
Median	12.00	12.00
Minimum	5.00	9.00
Maximum	14.00	14.00
SD.	2.50	1.39
SEJ	0.65	0.36
Total (Max. Raw Score = 98)		
Mean	59.42	60.80
Median	59.45	61.90
Minimum	44.65	50.05
Maximum	69.50	66.75
SD.	6.76	4.52
SEJ	1.75	1.17

TABLE 3 Panelists Cut scores by Round of Judgments — German

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	18.65	18.95	20.95	20.80	12.00	13.00	14.00	14.00	65.60	66.75
2	15.25	16.20	21.00	20.80	13.00	11.00	14.00	13.00	63.25	61.00
3	15.25	15.25	15.40	16.80	9.00	9.00	5.00	9.00	44.65	50.05
4	16.30	17.70	19.60	21.30	11.00	11.00	11.00	12.00	57.90	62.00
5	19.00	18.70	21.30	20.90	13.00	13.00	12.00	13.00	65.30	65.60
6	15.40	16.00	17.45	19.10	11.00	12.00	11.00	11.00	54.85	58.10
7	18.90	18.60	17.70	18.40	9.00	9.00	13.00	12.00	58.60	58.00
8	14.20	16.10	15.60	18.10	12.00	12.00	11.00	12.00	52.80	58.20
9	13.85	14.95	14.25	18.55	11.00	12.00	12.00	12.00	51.10	57.50
10	15.40	16.25	18.05	19.65	13.00	13.00	13.00	13.00	59.45	61.90
11	18.95	19.15	20.95	19.80	12.00	12.00	14.00	14.00	65.90	64.95
12	20.60	19.50	22.40	21.20	11.00	11.00	8.00	11.00	62.00	62.70
13	19.95	18.65	22.05	22.20	11.00	11.00	12.00	12.00	65.00	63.85
14	20.60	18.70	23.90	21.80	12.00	12.00	13.00	13.00	69.50	65.50
15	17.90	17.65	17.55	17.25	11.00	11.00	9.00	10.00	55.45	55.90

TABLE 4 Cut scores within 1 and 2 SEMs of the Recommended Cut score — German

Recommended Cut score (SEM)		**Scale Score Equivalent**
61 (4.71)		159
- 2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+ 2 SEMs	71	172

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 5 Test Specifications Judgments — German

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	**13**	**87%**	**2**	**13%**	**0**	**0%**	**0**	**0%**
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	8	53%	7	47%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	15	100%	0	0%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	11	73%	3	20%	1	7%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	10	67%	5	33%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	10	67%	5	33%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	10	67%	5	33%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	6	40%	9	60%	0	0%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	6	40%	8	53%	1	7%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	14	93%	1	7%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	9	60%	5	33%	1	7%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	7	47%	7	47%	1	7%	0	0%
B. Understanding Linguistics	**6**	**40%**	**9**	**60%**	**0**	**0%**	**0**	**0%**
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	4	27%	8	53%	3	20%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	6	40%	8	53%	1	7%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	7	47%	7	47%	1	7%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	6	40%	8	53%	1	7%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities	8	53%	5	33%	2	13%	0	0%
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)	11	73%	3	20%	1	7%	0	0%
C. Comparison of Target Language with English	**5**	**33%**	**8**	**53%**	**2**	**13%**	**0**	**0%**
1. Knows how to identify similarities and differences between the target language and English	6	40%	8	53%	1	7%	0	0%
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English	5	33%	8	53%	2	13%	0	0%
Cultures, Literatures, Cross-Disciplinary Concepts								
A Demonstrating Cultural Understandings	**7**	**47%**	**8**	**53%**	**0**	**0%**	**0**	**0%**
1. Knows the three P's: a. Perspectives (such as attitudes, ideas, and values) b. Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and c. Products (such as tools, foods, law, and music)	7	47%	8	53%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	5	33%	7	47%	3	20%	0	0%

TABLE 6 Final Evaluation — German

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
I understood the purpose of this study.	14	93%	1	7%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	15	100%	0	0%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	93%	1	7%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	87%	2	13%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	13	87%	2	13%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
The definition of the Just Qualified Candidate	13	87%	2	13%	0	0%
The between-round discussions	11	73%	3	20%	1	7%
The knowledge/skills required to answer each test question	15	100%	0	0%	0	0%
The cut scores of other panel members	6	40%	8	53%	1	7%
My own professional experience	15	100%	0	0%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, how comfortable are you with the panel's recommended cut scores?	12	80%	3	20%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, the recommended cut score for German is:	0	0%	15	100%	0	0%

APPENDIX E
Results for Praxis World Languages: French

TABLE 7 Committee Member Demographics — French

	N	Percent
Group you are representing		
Teachers	10	77%
Administrator/Department Head	1	8%
College Faculty	2	15%
Race		
African American or Black	2	15%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	11	85%
Hispanic	0	0%
Gender		
Female	10	77%
Male	3	23%
In which language are you most fluent?		
English	11	85%
French	1	8%
English and French about the same	1	8%
Are you certified as a French teacher in Virginia?		
No	2	15%
Yes	11	85%
Are you currently teaching French in Virginia?		
No	1	8%
Yes	12	92%
Are you currently mentoring another French teacher?		
No	11	85%
Yes	2	15%
How many years of experience do you have as a French in your state?		
3 years or less	2	15%
4 - 7 years	2	15%
8 - 11 years	1	8%
12 - 15 years	2	15%
16 years or more	6	46%
For which education level are you currently teaching French?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	1	8%
High School (9 - 12 or 10 - 12)	9	69%
All Grades (K - 12)	0	0%
Higher Education	2	15%
Other	1	8%
School Setting		
Urban	5	38%
Suburban	5	38%
Rural	3	23%

TABLE 8 Cut score Summary by Round of Judgments — French

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 29)		
Mean	19.84	18.86
Median	19.25	18.50
Minimum	16.45	16.20
Maximum	23.70	21.25
SD.	2.37	1.55
SEJ	0.66	0.43
Section II: Reading (Max. Raw Score = 32)		
Mean	22.88	22.73
Median	22.95	21.60
Minimum	19.10	19.10
Maximum	28.60	27.40
SD.	2.86	2.47
SEJ	0.79	0.69
Section III: Writing (Max. Raw Score = 18)		
Mean	11.54	11.46
Median	11.00	11.00
Minimum	10.00	10.00
Maximum	14.00	14.00
SD.	1.27	1.27
SEJ	0.35	0.35
Section IV: Speaking (Max. Raw Score = 18)		
Mean	10.46	10.38
Median	10.00	10.00
Minimum	9.00	8.00
Maximum	13.00	13.00
SD.	1.39	1.56
SEJ	0.39	0.43
Total (Max. Raw Score = 97)		
Mean	64.72	63.44
Median	62.30	61.30
Minimum	56.65	58.10
Maximum	77.00	73.65
SD.	6.15	5.19
SEJ	1.71	1.44

TABLE 9 Panelists Cut scores by Round of Judgments — French

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	18.75	17.90	20.40	20.90	11.00	11.00	10.00	10.00	60.15	59.80
2	23.70	20.80	25.00	24.50	14.00	12.00	11.00	11.00	73.70	68.30
3	20.60	20.40	22.95	23.05	11.00	11.00	12.00	12.00	66.55	66.45
4	17.65	16.70	21.40	21.40	12.00	11.00	10.00	9.00	61.05	58.10
5	19.25	19.35	23.65	23.65	10.00	10.00	9.00	9.00	61.90	62.00
6	17.20	16.20	19.10	19.10	13.00	13.00	13.00	13.00	62.30	61.30
7	21.00	20.25	25.90	25.85	12.00	14.00	9.00	9.00	67.90	69.10
8	18.20	18.10	20.40	20.90	11.00	11.00	10.00	11.00	59.60	61.00
9	18.35	18.25	20.30	20.80	10.00	10.00	10.00	10.00	58.65	59.05
10	23.40	21.25	28.60	27.40	13.00	13.00	12.00	12.00	77.00	73.65
11	20.80	19.50	25.60	25.50	12.00	12.00	12.00	12.00	70.40	69.00
12	22.55	18.50	24.00	21.60	10.00	10.00	9.00	8.00	65.55	58.10
13	16.45	17.95	20.20	20.90	11.00	11.00	9.00	9.00	56.65	58.85

TABLE 10 Cut scores within 1 and 2 SEMs of the Recommended Cut score — French

Recommended Cut score (SEM)		Scale Score Equivalent
64 (4.53)		163
- 2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+ 2 SEMs	74	176

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 11 Test Specifications Judgments — French

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	**10**	**77%**	**3**	**23%**	**0**	**0%**	**0**	**0%**
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	6	46%	7	54%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	12	92%	1	8%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	12	92%	1	8%	0	0%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	4	31%	9	69%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	7	54%	6	46%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	10	77%	3	23%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	7	54%	4	31%	2	15%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	5	38%	7	54%	1	8%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	11	85%	2	15%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	7	54%	6	46%	0	0%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	8	62%	5	38%	0	0%	0	0%
B. Understanding Linguistics	**10**	**77%**	**3**	**23%**	**0**	**0%**	**0**	**0%**
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	8	62%	4	31%	1	8%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	7	54%	5	38%	1	8%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	10	77%	3	23%	0	0%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	10	77%	2	15%	1	8%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities	12	92%	1	8%	0	0%	0	0%
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)	7	54%	6	46%	0	0%	0	0%
C. Comparison of Target Language with English	10	77%	3	23%	0	0%	0	0%
1. Knows how to identify similarities and differences between the target language and English	12	92%	1	8%	0	0%	0	0%
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English	8	62%	5	38%	0	0%	0	0%
Cultures, Literatures, Cross-Disciplinary Concepts								
A Demonstrating Cultural Understandings	**8**	**62%**	**5**	**38%**	**0**	**0%**	**0**	**0%**
1. Knows the three P's: a. Perspectives (such as attitudes, ideas, and values) b. Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and c. Products (such as tools, foods, law, and music)	8	62%	5	38%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	8	62%	5	38%	0	0%	0	0%

TABLE 12 Final Evaluation — French

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	13	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	12	92%	1	8%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	12	92%	1	8%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	12	92%	1	8%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	1	77%	3	23%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	Percent	N	Percent	N	Percent
The definition of the Just Qualified Candidate	12	92%	1	8%	0	0%
The between-round discussions	6	46%	7	54%	0	0%
The knowledge/skills required to answer each test question	9	69%	4	31%	0	0%
The cut scores of other panel members	3	23%	10	77%	0	0%
My own professional experience	10	77%	3	23%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
Overall, how comfortable are you with the panel's recommended cut scores?	10	77%	3	23%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
Overall, the recommended cut score for French is:	0	0%	13	100%	0	0%

APPENDIX F
Results for Praxis World Languages: Spanish

TABLE 13 Committee Member Demographics — Spanish

	N	Percent
Group you are representing		
Teachers	15	75%
Administrator/Department Head	2	10%
College Faculty	2	10%
Other	1	5%
Race		
African American or Black	1	5%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	70%
Hispanic	5	25%
Gender		
Female	17	85%
Male	3	15%
In which language are you most fluent?		
English	13	65%
Spanish	3	15%
English and Spanish about the same	4	20%
Are you certified as a Spanish teacher in Virginia?		
No	2	10%
Yes	18	90%
Are you currently teaching Spanish in Virginia?		
No	1	5%
Yes	19	95%
Are you currently mentoring another Spanish teacher?		
No	14	70%
Yes	6	30%
How many years of experience do you have as a Spanish teacher in Virginia?		
3 years or less	2	10%
4 - 7 years	7	35%
8 - 11 years	1	5%
12 - 15 years	1	5%
16 years or more	9	45%
For which education level are you currently teaching Spanish?		
Elementary (K - 5 or K - 6)	2	10%
Middle School (6 - 8 or 7 - 9)	1	5%
High School (9 - 12 or 10 - 12)	13	65%
Middle & High School (6 - 12 or 7 - 12)	2	10%
Higher Education	2	10%
School Setting		
Urban	5	25%
Suburban	6	30%
Rural	9	45%

TABLE 14 Cut score Summary by Round of Judgments — Spanish

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Mean	19.97	19.70
Median	20.25	19.75
Minimum	16.10	16.40
Maximum	26.25	24.20
SD.	2.76	2.34
SEJ	0.62	0.52
Section II: Reading (Max. Raw Score = 30)		
Mean	21.73	21.83
Median	21.53	21.98
Minimum	17.45	18.65
Maximum	27.10	27.00
SD.	2.29	2.06
SEJ	0.51	0.46
Section III: Writing (Max. Raw Score = 18)		
Mean	12.35	12.15
Median	12.50	12.00
Minimum	9.00	9.00
Maximum	14.00	14.00
SD.	1.04	0.99
SEJ	0.23	0.22
Section IV: Speaking (Max. Raw Score = 18)		
Mean	11.80	11.75
Median	12.00	12.00
Minimum	9.00	10.00
Maximum	15.00	15.00
SD.	1.51	1.52
SEJ	0.34	0.34
Total (Max. Raw Score = 98)		
Mean	65.85	65.42
Median	66.18	65.28
Minimum	56.45	58.00
Maximum	75.75	77.60
SD.	4.69	4.71
SEJ	1.05	1.05

TABLE 15 Panelists Cut scores by Round of Judgments — Spanish

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	20.75	20.85	21.70	21.95	13.00	12.00	11.00	12.00	66.45	66.80
2	26.25	23.15	27.10	27.00	12.00	12.00	10.00	10.00	75.35	72.15
3	23.90	22.55	19.95	19.70	9.00	9.00	12.00	12.00	64.85	63.25
4	20.10	19.70	24.40	24.00	13.00	13.00	13.00	13.00	70.50	69.70
5	17.40	17.40	19.40	19.60	13.00	11.00	11.00	10.00	60.80	58.00
6	20.55	21.25	19.95	20.75	13.00	12.00	11.00	11.00	64.50	65.00
7	16.10	16.40	22.15	22.05	13.00	12.00	13.00	13.00	64.25	63.45
8	18.10	17.60	21.40	21.30	13.00	12.00	14.00	13.00	66.50	63.90
9	20.40	20.40	22.75	22.75	12.00	13.00	13.00	13.00	68.15	69.15
10	23.65	24.20	25.10	25.40	14.00	14.00	13.00	14.00	75.75	77.60
11	20.55	20.50	22.45	22.55	12.00	12.00	12.00	13.00	67.00	68.05
12	18.10	19.00	20.55	20.75	13.00	13.00	11.00	11.00	62.65	63.75
13	16.60	16.60	19.20	19.40	13.00	13.00	12.00	12.00	60.80	61.00
14	21.25	20.45	21.65	22.25	13.00	13.00	10.00	10.00	65.90	65.70
15	18.80	17.35	24.30	22.00	12.00	12.00	13.00	11.00	68.10	62.35
16	17.00	17.45	17.45	18.65	12.00	12.00	10.00	10.00	56.45	58.10
17	16.75	16.95	20.80	21.30	12.00	12.00	11.00	10.00	60.55	60.25
18	23.15	22.75	23.10	23.30	12.00	12.00	9.00	10.00	67.25	68.05
19	18.95	19.55	21.30	22.00	11.00	12.00	12.00	12.00	63.25	65.55
20	21.00	19.80	19.90	19.80	12.00	12.00	15.00	15.00	67.90	66.60

TABLE 16 Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.47)		167
- 2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+ 2 SEMs	75	179

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 17 Test Specifications Judgments — Spanish

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	**15**	**75%**	**5**	**25%**	**0**	**0%**	**0**	**0%**
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	9	45%	11	55%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	16	80%	4	20%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	12	60%	8	40%	0	0%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	11	55%	9	45%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	11	55%	9	45%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	11	55%	9	45%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	5	25%	14	70%	1	5%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	7	35%	13	65%	0	0%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	15	75%	5	25%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

		Very Important		Important		Slightly Important		Not Important	
		N	%	N	%	N	%	N	%
	10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	11	55%	9	45%	0	0%	0	0%
	11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	8	40%	10	50%	2	10%	0	0%
B.	**Understanding Linguistics**	**12**	**60%**	**7**	**35%**	**1**	**5%**	**0**	**0%**
	1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	8	40%	10	50%	2	10%	0	0%
	2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	7	35%	11	55%	2	10%	0	0%
	3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	13	65%	7	35%	0	0%	0	0%
	4. Knows how to explain the rules that govern the formation of words and sentences in the target language	16	80%	4	20%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities	14	70%	5	25%	1	5%	0	0%
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)	11	55%	9	45%	0	0%	0	0%
C. Comparison of Target Language with English	**13**	**65%**	**4**	**20%**	**3**	**15%**	**0**	**0%**
1. Knows how to identify similarities and differences between the target language and English	14	70%	5	25%	1	5%	0	0%
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English	12	60%	6	30%	2	10%	0	0%
Cultures, Literatures, Cross-Disciplinary Concepts								
A Demonstrating Cultural Understandings	**12**	**60%**	**8**	**40%**	**0**	**0%**	**0**	**0%**
1. Knows the three P's: a. Perspectives (such as attitudes, ideas, and values) b. Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and c. Products (such as tools, foods, law, and music)	11	55%	8	40%	1	5%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	11	55%	9	45%	0	0%	0	0%

TABLE 18 Final Evaluation — Spanish

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
I understood the purpose of this study.	17	85%	3	15%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	17	85%	3	15%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	17	85%	3	15%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	14	70%	6	30%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	65%	4	20%	2	10%	1	5%
The process of making the standard setting judgments was easy to follow.	14	70%	6	30%	0	0%	0	0%
	Very Influential		**Somewhat Influential**		**Not Influential**			
How influential was each of the following factors in guiding your standard setting judgments?	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**		
The definition of the Just Qualified Candidate	16	80%	4	20%	0	0%		
The between-round discussions	7	35%	11	55%	2	10%		
The knowledge/skills required to answer each test question	16	80%	4	20%	0	0%		
The cut scores of other panel members	4	20%	10	50%	6	30%		
My own professional experience	15	75%	5	25%	0	0%		
	Very Comfortable		**Somewhat Comfortable**		**Somewhat Uncomfortable**		**Very Uncomfortable**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, how comfortable are you with the panel's recommended cut scores?	17	85%	3	15%	0	0%	0	0%
	Too Low		**About Right**		**Too High**			
	N	**Percent**	**N**	**Percent**	**N**	**Percent**		
Overall, the recommended cut score for Spanish is:	1	5%	19	95%	0	0%		

Appendix B
Multi-State Standard Setting Report – October 2009

Multi-State Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

October 2009

Conducted by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers.

Recommended Cut Scores

The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the test specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty. Panelists were recommended by departments of education of states that (a) currently use the Praxis Content Knowledge and/or Productive Language Skills assessments or (b) are considering use of the new Praxis World Languages assessments as part of their licensure process.

The design of the multi-state standard setting studies included two, non-overlapping panels to (a) allow each participating state to be represented and (b) replicate the judgment process to strengthen the technical quality of the recommended passing score for each assessment. (See Appendix A for the common agenda used for all panels.)

- **German**: Two non-overlapping panels with a total of 32 panelists representing 16 states (see Figure 1a) participated.
- **French**: Two non-overlapping panels with a total of 47 panelists representing 22 states (see Figure 1b) participated.
- **Spanish**: Two non-overlapping panels with a total of 39 panelists representing 23 states (see Figure 1c) participated.

Figure 1a. Participating States (and number of panelists) for German

Alabama (1 panelist)	South Carolina (2 panelists)
Delaware (1 panelist)	South Dakota (4 panelists)
Kentucky (2 panelists)	Tennessee (4 panelists)
Maryland (1 panelist)	Utah (2 panelists)
Mississippi (2 panelists)	Wisconsin (1 panelist)
North Carolina (2 panelists)	West Virginia (2 panelists)
North Dakota (4 panelists)	Wyoming (1 panelist)
Pennsylvania (2 panelists)	Nevada (1 panelist)

NOTE: Alabama, Delaware, Kentucky, Maryland, Wisconsin, Wyoming, and Nevada were represented on only one of the two panels.

Figure 1b. Participating States (and number of panelists) for French

Connecticut (2 panelists)	North Dakota (2 panelists)
Hawaii (1 panelist)	Pennsylvania (4 panelists)
Kentucky (4 panelists)	Rhode Island (1 panelist)
Louisiana (3 panelists)	South Carolina (3 panelists)
Maine (1 panelist)	South Dakota (1 panelist)
Maryland (3 panelists)	Tennessee (3 panelists)
Mississippi (4 panelists)	Utah (2 panelists)
Missouri (1 panelist)	Vermont (2 panelists)
Nevada (2 panelists)	Washington, D.C. (1 panelist)
New Hampshire (1 panelist)	West Virginia (2 panelists)
North Carolina (2 panelists)	Wisconsin (2 panelists)

NOTE: Hawaii, Maine, Missouri, New Hampshire, Rhode Island, South Dakota, Vermont, and Washington, D.C., were represented on only one of the two panels.

Figure 1c. Participating States (and number of panelists) for Spanish

Alabama (2 panelists)	North Dakota (2 panelists)
Delaware (1 panelist)	Ohio (1 panelist)
Hawaii (2 panelists)	Pennsylvania (2 panelists)
Kentucky (2 panelists)	South Carolina (2 panelists)
Louisiana (2 panelists)	South Dakota (2 panelists)
Maine (2 panelists)	Tennessee (1 panelist)
Maryland (2 panelists)	Utah (1 panelist)
Mississippi (2 panelists)	Vermont (3 panelists)
Missouri (1 panelist)	Washington, D.C. (1 panelist)
Nevada (1 panelist)	West Virginia (3 panelists)
New Hampshire (1 panelist)	Wisconsin (1 panelist)
North Carolina (2 panelists)	

NOTE: Delaware, Missouri, Nevada, New Hampshire, Ohio, Pennsylvania, Tennessee, Utah, Washington, D.C., and Wisconsin were represented on only one of the two panels.

The training provided to panelists as well as the study materials were consistent across panels within an assessment with the exception of defining the "just qualified candidate." To assure that both panels for an assessment were using the same frame of reference when making question-level standard setting judgments, the "just qualified candidate" definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the "just qualified candidate" definitions are presented in Appendix B.

The panels were convened in July and August 2009 in Princeton, New Jersey. The results for each panel and results combined across panels for each assessment are summarized in the following report. The technical report containing the recommended passing scores for the German, French, and Spanish assessments is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing scores in accordance with applicable state regulations.

The first national administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last national administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- **Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions[1]
- **Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions[2].
- **Section III: Writing** (50 minutes) – Three constructed-response questions
- **Section IV: Speaking** (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

[1] For Section I (Listening), 30 of the 36 questions contribute to the candidate's score.
[2] For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German; 31 of the 39 questions for French; and 30 of the 39 questions for Spanish.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the six panels.)

Praxis German Assessment

Panel 1 included 15 teachers, administrators, and college faculty who prepare K-12 German teachers, representing 11 states. In brief, 14 panelists were teachers and one was college faculty. Thirteen panelists were female. Nine panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Fourteen panelists reported being certified German teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 German teacher, and approximately a quarter had 16 or more years of teaching experience.

Panel 2 included 17 teachers, administrators, and college faculty, representing 14 states. In brief, 14 panelists were teachers, one was an administrator, and two were college faculty. Twelve panelists were female. Twelve panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Approximately half of the panelists had 12 or more of experience as a K-12 German teacher, and approximately 20 percent had 3 or fewer years of teaching experience.

A fuller demographic description for the members of the two German panels is presented in Table 1 in Appendix D.

Praxis French Assessment

Panel 1 included 23 teachers, administrators, and college faculty who prepare K-12 French teachers, representing 18 states. In brief, 15 panelists were teachers, two were administrators, and five were college faculty. Nineteen panelists were White, three were African American, and one was Alaskan Native/American Indian. Seventeen panelists were female. Fourteen panelists indicated they were most fluent in English, and seven indicated they were equally fluent in English and French. Nineteen panelists reported being certified French teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 French teacher, and over a third had 16 or more years of teaching experience.

Panel 2 included 24 teachers, administrators, and college faculty, representing 18 states. In brief, 19 panelists were teachers, two were administrators, and two were college faculty. Nineteen panelists were White, three were African American, and one was Asian American. Eighteen panelists were female. Nineteen panelists indicated they were most fluent in English, and two indicated they were equally fluent in English and French.

Approximately half of the panelists had 16 or more of experience as a K-12 French teacher, and approximately a quarter had 7 or fewer years of teaching experience.

A fuller demographic description for the members of the two French panels is presented in Table 7 in Appendix E.

Praxis Spanish Assessment

Panel 1 included 18 teachers, administrators, and college faculty who prepare K-12 Spanish teachers, representing 17 states. In brief, 12 panelists were teachers, two were administrators, and four were college faculty. Nine panelists were White, five were Hispanic, three were African American, and one was Asian American. Twelve panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Fourteen panelists reported being certified Spanish teachers in their states. Half of the panelists had 16 or more years of experience as a K-12 Spanish teacher, and nearly 40 percent had 11 or fewer years of teaching experience.

Panel 2 included 21 teachers, curriculum specialists, and college faculty, representing 19 states. In brief, 12 panelists were teachers, five were administrators, and four were college faculty. Eight panelists were White, eight were Hispanic, four were African American, and one was Native Hawaiian/Pacific Islander. Sixteen panelists were female. Ten panelists indicated they were most fluent in English, and nine indicated they were equally fluent in English and Spanish. Approximately half of the panelists had 16 or more of experience as a K-12 Spanish teacher, and more than 40 percent had 11 or fewer years of teaching experience.

A fuller demographic description for the members of the two Spanish panels is presented in Table 13 in Appendix F.

Process and Method

The design of the Praxis World Languages assessments standard setting studies included two non-overlapping expert panels for each assessment. As described below, the training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the “just qualified candidate”) are highlighted.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the Praxis World Languages assessment (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Drs. Clyde Reese, Patricia Baron, and Wanda Swiggett, ETS researchers in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the particular Praxis World Language assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to the rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified K-12 German, French, or Spanish teacher. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to Praxis World Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that each multi-state standard setting study was designed to replicate processes and procedures across the two panels for each assessment, it was important that both panels for an assessment use the same JQC definition to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group discussed the behaviors they would expect of the JQC based on the definition and developed performance indicators or "can do" statements based on the definition. The performance indicators were shared across groups and discussed. The purpose of the exercises was to have the panelists internalize the definition.

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard

deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[3]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The panelists' judgments also were displayed for each question. The

[3] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

As with Sections I and II, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level K-12 teacher. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the 21 knowledge/skills statements. (See Appendix G for the common content specifications for the German, French, and Spanish assessments.)

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across all assessments and panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Appendix D (German), Appendix E (French), and Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw points needed to “pass” the section or test — of each panelist for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, II and IV. The separate “cut scores” for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels’ average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of

panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for four of the six panels; the standard deviation increased somewhat between rounds for the first German and Spanish panels.

For each assessment, the Round 2 average score for each section is summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panels' cut score recommendations for the Praxis German assessment are 65.71 for Panel 1 and 62.09 for Panel 2 (see Tables 2a and 3a in Appendix D). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 63 for Panel 2. The values of 66 and 63 represent approximately 67% and 64%, respectively, of the total available 98 raw points that could be earned on the assessment. The scaled scores associated with 66 and 63 raw points are 165 and 161, respectively.[4]

Tables 4a and 4b (in Appendix D) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis German assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis German assessment. The panels' average cut score recommendation for the Praxis German assessment is 63.90. The value was rounded to 64 (next highest raw score) to determine the functional recommended cut score. The value of 64 represents approximately 65% of the total available 98 raw points that could be earned on the assessment.

[4] For reference purposes, if the recommended raw cut score were 65 or 62 points, the scaled score would be 164 or 160, respectively.

The scaled score associated with 64 raw points is 163.[5] Table 4c (in Appendix D) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis French Assessment

The panels' cut score recommendations for the Praxis French assessment are 58.54 for Panel 1 and 65.84 for Panel 2 (see Tables 8a and 9a in Appendix E). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 59 for Panel 1 and 66 for Panel 2. The values of 59 and 66 represent approximately 61% and 68%, respectively, of the total available 97 raw points that could be earned on the assessment. The scaled scores associated with 59 and 66 raw points are 157 and 166, respectively.[6]

Tables 10a and 10b (in Appendix E) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis French assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis French assessment. The panels' average cut score recommendation for the Praxis French assessment is 62.19. The value was rounded to 63 (next highest raw score) to determine the functional recommended cut score. The value of 63 represents approximately 65% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 63 raw points is 162.[7] Table 10c (in Appendix E) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis Spanish Assessment

The panels' cut score recommendations for the Praxis Spanish assessment are 65.54 for Panel 1 and 68.02 for Panel 2 (see Tables 14a and 15a in Appendix F). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 69 for Panel 2. The values of 66 and 69 represent approximately 69% and 72%, respectively, of the total available 96 raw points that could be earned on the assessment. The scaled scores associated with 66 and 69 raw points are 167 and 171, respectively.[8]

Tables 16a and 16b (in Appendix F) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score.

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[5] For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 161.
[6] For reference purposes, if the recommended raw cut score were 58 or 65 points, the scaled score would be 156 or 165, respectively.
[7] For reference purposes, if the recommended raw cut score was 62 points, the scaled score would be 161.
[8] For reference purposes, if the recommended raw cut score were 65 or 68 points, the scaled score would be 166 or 170, respectively.

The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis Spanish assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Spanish assessment. The panels' average cut score recommendation for the Praxis Spanish assessment is 66.78. The value was rounded to 67 (next highest raw score) to determine the functional recommended cut score. The value of 67 represents approximately 70% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 67 raw points is 168.[9] Table 16c (in Appendix F) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, only one knowledge/skills statement — "*Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring …*" — was judged to be *Very Important* or *Important* by less than 75% of the panelists for a particular language, German. Two knowledge/skills statements were judged to be *Very Important* or *Important* by less than 90% of the panelists for two languages:

- "*Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics …*" for German and Spanish; and
- "*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*" for French and Spanish.

The complete texts of the content specifications are presented in Appendix G.

[9] For reference purposes, if the recommended raw cut score was 66 points, the scaled score would be 167.

Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages assessments for German, French, and Spanish, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French, and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

For each of the assessments, both panels confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages assessment content specifications were important for entry-level K-12 teachers. The results of the evaluation surveys (initial and final) from each panels support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 1

8:00 – 8:15	**Welcome and Introduction**
8:15 – 8:45	**Overview of Standard Setting & Workshop Events**
8:45 – 9:15	**Overview of the Praxis World Languages Assessments**
9:15 – 9:20	**Break**
9:20 – 11:30	**"Take" the Praxis [Target Language]: World Languages Assessment**
11:30 – 12:00	**Discuss the Praxis [Target Language]: World Languages Assessment**
12:00 – 12:15	**Define the Knowledge/Skills of a JQC**
12:15 – 1:00	**Lunch**
1:00 – 3:00	**Define the Knowledge/Skills of a JQC (continued)**
3:00 – 3:15	**Break**
3:15 – 3:45	**Standard Setting Training for M-C Questions (Sections I and II)**
3:45 – 5:15	**Round 1 Standard Setting Judgments for Multiple-Choice**
5:15 – 5:30	**Collect Materials; End of Day 1**

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 2

9:00 – 9:15	**Questions from Day 1 & Overview of Day 2**
9:15 – 10:00	**Standard Setting Training for CR Questions (Sections III and IV)**
10:00 – 10:30	**Round 1 Standard Setting Judgments for Constructed-Response**
10:30 – 10:35	**Break**
10:35 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Round 1 Feedback & Round 2 Judgments (continued)**
2:15 – 3:00	**Specification Judgment**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use basic reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms and grammatical terminology
3. Comprehend a reasonable amount of main ideas, key concepts and some details in authentic samples of paragraph-length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods
6. Can distinguish between phonemes and dipthongs
7. Generally identify significant current, historical, and/or cultural people, places, events, and social structures in German-speaking countries
8. Has a basic understanding of regional differences in language

Writing and Speaking

1. Ability to adjust pace, intonation, and fluency of delivery
2. Is able to be comprehensible to a native speaker through articulation and pronunciation
3. Can express himself/herself on a variety of concrete and factual topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute, summarize and paraphrase
5. Demonstrates control of mechanics and conventions in writing
6. Demonstrates control of conventions in discourse
7. Is able to adjust writing and speaking for various purposes and audiences
8. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad French vocabulary including idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of grammar, including syntax, major verb tenses and moods
6. Has a basic knowledge of French pronunciation
7. Can identify historical or current people, places, events, and social structures in French-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, including personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking and engage in conversations
4. Demonstrates basic command of mechanics and conventions in writing
5. Demonstrates control of conventions in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Sequences ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad Spanish vocabulary including widely used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends meanings of various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of grammar, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Can identify historical or current people, places, events, and social structures in Spanish-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, and express and defend personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Appropriately applies mechanics and conventions in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Sequences ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel 1

Panelist	Affiliation
Sandra Achenbach	Hardin Valley Academy, Knox County School (TN)
Amy L. Bauer	Rapid City Central High School (SD)
James H. Bright	Henry Clay High School, Fayette County Public Schools (KY)
Mary Ann Crow	Bismarck High School (ND)
Stephanie Draheim	Menasha Joint School District (WI)
Christi Elkins-Gabbard	Fayette County Schools (KY)
VidaJane Haynes	McGavock Comprehensive High School (TN)
Brad Martin	Elkins High School (WV)
Erin McKeag	Charlotte Mecklenburg Schools (NC)
Susan Peterson	T.F. Riggs High School, South Dakota District 32-2 (SD)
Colleen Richards	Butler Area School District (PA)
Claudia Schoellkopf	Bismarck Public Schools (ND)
Wiebke Strehl	University of South Carolina (SC)
Shauna Winegar	Mt. Crest High School, Cache County School District (UT)
Maga Isabel Wisard	Poplarville Elementary School (MS)

German Panel 2

Panelist	Affiliation
Anthony M.DeRosa	Thomas S. Wootton High (MD)
Donna M. Evans	Las Vegas Academy/Clark County School District (NV)
J. Sarah Floyd	Lexington High School (SC)
Sarah Glasser	Wright Jr/Sr High (WY)
Melissa Hadorn	Sturgis Brown High School (SD)
Arthur D. Holder	Judge Memorial Catholic High School (UT)
Diana T. Ihlenfeld	Ohio County Schools (WV)
Susanne Lenné Jones	East Carolina University (NC)
Elke K. Kuegle	Stevens High School, Rapid City Area Schools (SD)
Joy E. Loomis	Newark High School (DE)
Joan S. MacDonald	Martin Luther King Magnet (TN)
Michelle Mattson	Rhodes College (TN)
Cody Mickelson	Jamestown Public School District #1 (ND)
Michael C. Netzloff	Bismarck Public Schools (ND)
Andrew J. Richards	Fox Chapel Area School District (PA)
Dorothée Rosser	Gadsden City High School (AL)
Annette Sherrer	Picayune Memorial High School (MS)

French Panel 1

Panelist	Affiliation
Anita J. Alkhas	University of Wisconsin-Milwaukee (WI)
Pierre C. Baigue	Granite School District (UT)
Colette Ballew	Wayne Highlands School District (PA)
Claudia V. Bezaka	District of Columbia Public Schools (DC)
Paula Summers Calderon	Louisiana State University and A&M College (LA)
Cristina Carlotti	East Providence High School (RI)
Stephen M. Dubrow	Walter Johnson High School (MD)
Nancy Erickson	University of Southern Maine (ME)
Gail Fahy	Palo Verde HS Clark County School District (NV)
Antoine F.Gnintedem	Sunflower County School District (MS)
Melissa Hadorn	Sturgis Brown High School (SD)
Sherri K. Harkins	Wicomico County Public Schools (MD)
Leanne Hinkle	Bolton High School (TN)
Wendy D. Howard	Gaston County School District (NC)
Elisabeth Kohl	Council Rock High School –South (PA)
William Mann	Clay County High School (WV)
Shawn Morrison	College of Charleston (SC)
Oscar Niyiragira	Jefferson County Public Schools (KY)
Anne Olafson	Minot High School (ND)
Amanda Robustelli-Price	Bristol Central High School (CT)
Jacquelyn Sergi	South Panola High School (MS)
William Thompson	The University of Memphis (TN)
Jocelyn A. M. Waddle	Frankfort High School (KY)

French Panel 2

Panelist	Affiliation
Lydia Wilson Kohler	George Rogers Clark High School (KY)
Robert Desmarais Sullivan	Hattiesburg High School (MS)
Denise B. Benskin	Prince Georges County (MD)
Crecia C. Swaim	Betsey Ross Arts Magnet School (CT)
Jason Bagley	Lexington High School (SC)
Mary C. Frye	West Virginia State University (WV)
Mary Anne Smith	Pearl City High School (HI)
Robert Denis	Las Vegas High School (NV)
Nancy Jarchow	Williamstown High School (VT)
Madeleine Hooper-Kernen	Missouri State University (MO)
Nancy P. Wilson	Mifflin School District (PA)
Robert G. Erickson	Brigham Young University (UT)
Elizabeth Howe	Hardin Valley Academy (TN)
Suzanne Lord Guazzoni	Stone High School (VT)
Timothy Wung Kum	Greenville-Weston High School (MS)
Stephanie Viator	Cedar Creek School (LA)
Wendy C. Mumy	West Craven High School (NC)
Jan Hennessey	Dover High School (NH)
Tracy Lambert	Lafayette High School (KY)
Stephen Keller	A.C. Flora High School (SC)
Margaret Schmidt Dess	Shorewood High School (WI)
J. Karine Simpson	Central Bucks School District (PA)
Linda E. Lassiter	Southern University and A&M College (LA)
Valerie Kling	Bismarck High School (ND)

Spanish Panel 1

Panelist	**Affiliation**
Ignacio M. Cariaga	State of Hawaii Public Schools (HI)
June C. D. Carter	University of South Carolina Upstate (SC)
Eric O. Cintrón	Plymouth State University (NH)
Larissa Cuevas	Pass Christian School District (MS)
Stephanie Dominguez	Smithville R-II School District (MO)
Paul Fallon	East Carolina University (NC)
Geoffrey Gillett	Maine School Administrative District 41 (ME)
Bridget Suárez Kalmar	Craftsbury Schools (VT)
José Labrado	Dawson Springs High School (KY)
Mina T. Levenson	Pittsburgh Public Schools (PA)
Terri Marlow	Wood County Schools (WV)
Belgica Nina-Matos	Delmar School District (DE)
Samuel J. Ogdie	Augustana College (SD)
Lisa Ramey	North Central Public School (ND)
Joyce Richburg	Birmingham City Schools (AL)
Ruth E. Smith	University of Louisiana Monroe (LA)
Nancy E. Yetter	Baltimore County Public Schools (MD)
Thomasina I. White	School District of Philadelphia (PA)

Spanish Panel 2

Panelist	**Affiliation**
Carolyn A. Anderson	Barnwell School District #45 (SC)
Isabel Cavour	University of Dayton (OH)
Angela Culver Johnson	Madison City Schools (AL)
Telece Marbrey	Knox County Schools (TN)
Luis M. González-García	Northern Kentucky University (KY)
Sharon M. Gracia	Granite School District (UT)
Marta C. Gumpert	Southeastern Louisiana University (LA)
Andrés V. Hernández	Biloxi Public Schools (MS)
David Herren	Union High School (VT)
Grace Leavitt	Greely High School / St. Joseph's College (ME)
Jennifer Love	Prince George's County Public Schools (MD)
Raquel Oxford	University of Wisconsin Milwaukee (WI)
Nancy S. Ryan	Berkeley County West Virginia Schools (WV)
Ángel T. Tuninetti	West Virginia University (WV)
Diane VanDenOever	The University of Sioux Falls (SD)
Summer Van Wagnen	Wake County Public School System (NC)
Isabel Vázquez-Gil	District of Columbia Public Schools (DC)
Nancy Wahineokai	Radford High School (HI)
Giovanna Yaranga-Reyes	Burlington School District (VT)
James R. Yoder	Clark County School District (NV)
Dina Zavala-Petherbridge	Valley City State University (ND)

APPENDIX D
Results for Praxis World Languages: German

Table 1 Committee Member Demographics — German

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	14	93%	14	82%
Administrator/Department Head	0	0%	1	6%
College Faculty	1	7%	2	12%
Other	0	0%	0	0%
Race				
African American or Black	0	0%	0	0%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	14	93%	17	100%
Hispanic	1	7%	0	0%
Gender				
Female	13	87%	12	71%
Male	2	13%	5	29%
In which language are you most fluent?				
English	9	60%	12	71%
German	0	0%	0	0%
English and German about the same	5	33%	5	29%
Other	1	7%	0	0%
Are you certified as a German teacher in your state?				
No	1	7%	2	12%
Yes	14	93%	15	88%
Are you currently teaching German in your state?				
No	1	7%	1	6%
Yes	14	93%	16	94%
Are you currently mentoring another German teacher?				
No	14	93%	16	94%
Yes	1	7%	1	6%
How many years of experience do you have as a German teacher in your state?				
3 years or less	1	7%	3	18%
4 - 7 years	4	27%	4	24%
8 - 11 years	4	27%	2	12%
12 - 15 years	2	13%	3	18%
16 years or more	4	27%	5	29%
For which education level are you currently teaching German?				
Elementary (K - 5 or K - 6)	1	7%	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%	0	0%
High School (9 - 12 or 10 - 12)	9	60%	14	82%
Middle/High School	1	7%	1	6%
Higher Education	1	7%	2	12%
Other	1	7%	0	0%
School Setting				
Urban	8	53%	6	35%
Suburban	3	20%	7	41%
Rural	4	27%	4	24%

Table 2a Cut score Summary by Round of Judgments — German Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.74	20.51
SD	1.97	2.05
SEJ	0.51	0.53
Highest	23.70	23.20
Lowest	15.45	14.80
Section II: Reading (Max. Raw Score = 32)		
Average	23.31	22.67
SD	1.43	1.41
SEJ	0.37	0.36
Highest	26.05	25.00
Lowest	20.85	19.10
Section III: Writing (Max. Raw Score = 18)		
Average	11.67	11.33
SD	1.45	1.05
SEJ	0.37	0.27
Highest	15.00	13.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.60	11.20
SD	2.29	2.01
SEJ	0.59	0.52
Highest	15.00	14.00
Lowest	7.00	7.00
Total (Max. Raw Score = 98)		
Average	67.32	65.71
SD	5.17	5.84
SEJ	1.34	1.51
Highest	76.90	74.20
Lowest	56.75	50.90

Table 2b Panelists Cut scores by Round of Judgments — German Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	20.40	20.60	23.80	23.30	14.00	12.00	13.00	12.00	71.20	67.90
2	20.40	20.05	22.40	22.00	11.00	11.00	12.00	12.00	65.80	65.05
3	20.75	21.05	23.30	23.40	11.00	11.00	11.00	12.00	66.05	67.45
4	21.40	21.90	22.95	23.85	13.00	13.00	13.00	13.00	70.35	71.75
5	23.70	23.20	25.35	25.00	13.00	13.00	14.00	13.00	76.05	74.20
6	15.45	14.80	21.30	19.10	11.00	10.00	9.00	7.00	56.75	50.90
7	19.50	18.50	24.80	22.80	12.00	10.00	7.00	8.00	63.30	59.30
8	19.80	19.90	23.00	22.90	10.00	11.00	9.00	9.00	61.80	62.80
9	21.85	20.90	23.60	22.20	11.00	11.00	12.00	12.00	68.45	66.10
10	21.10	20.50	22.45	22.20	11.00	11.00	12.00	12.00	66.55	65.70
11	23.00	23.20	23.90	24.10	15.00	13.00	15.00	13.00	76.90	73.30
12	21.60	19.40	24.00	21.85	10.00	10.00	10.00	10.00	65.60	61.25
13	18.75	20.45	21.95	22.65	11.00	12.00	15.00	14.00	66.70	69.10
14	20.85	20.70	26.05	23.65	11.00	11.00	12.00	11.00	69.90	66.35
15	22.60	22.45	20.85	21.05	11.00	11.00	10.00	10.00	64.45	64.50

Table 3a Cut score Summary by Round of Judgments — German Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.48	18.09
SD	2.36	2.00
SEJ	0.57	0.48
Highest	23.55	22.65
Lowest	13.60	14.20
Section II: Reading (Max. Raw Score = 32)		
Average	21.16	21.00
SD	2.28	1.86
SEJ	0.55	0.45
Highest	26.75	24.60
Lowest	17.45	17.35
Section III: Writing (Max. Raw Score = 18)		
Average	12.35	12.12
SD	1.11	1.22
SEJ	0.27	0.30
Highest	14.00	14.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.35	10.88
SD	1.62	1.11
SEJ	0.39	0.27
Highest	15.00	13.00
Lowest	8.00	9.00
Total (Max. Raw Score = 98)		
Average	63.34	62.09
SD	4.47	4.11
SEJ	1.08	1.00
Highest	73.30	69.25
Lowest	56.70	53.05

Table 3b Panelists Cut scores by Round of Judgments — German Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	18.50	17.70	23.80	23.10	13.00	13.00	13.00	13.00	68.30	66.80
2	22.20	20.10	23.40	22.20	13.00	13.00	10.00	10.00	68.60	65.30
3	20.25	20.05	19.90	21.10	13.00	13.00	11.00	11.00	64.15	65.15
4	18.65	18.25	18.70	18.75	11.00	10.00	11.00	11.00	59.35	58.00
5	19.90	20.20	24.00	23.70	10.00	10.00	10.00	10.00	63.90	63.90
6	18.30	18.10	20.10	19.20	14.00	12.00	13.00	12.00	65.40	61.30
7	18.95	18.05	20.75	20.45	12.00	12.00	11.00	10.00	62.70	60.50
8	16.90	15.70	17.45	17.35	12.00	11.00	11.00	9.00	57.35	53.05
9	23.55	22.65	26.75	24.60	11.00	11.00	12.00	11.00	73.30	69.25
10	18.40	18.20	21.40	21.10	13.00	14.00	12.00	10.00	64.80	63.30
11	18.20	18.00	21.15	22.65	14.00	14.00	8.00	10.00	61.35	64.65
12	17.75	17.75	21.55	21.25	13.00	13.00	12.00	11.00	64.30	63.00
13	19.20	19.20	19.80	20.50	13.00	13.00	15.00	13.00	67.00	65.70
14	13.60	14.20	19.00	19.30	13.00	12.00	12.00	11.00	57.60	56.50
15	18.55	16.45	21.50	20.60	11.00	11.00	11.00	11.00	62.05	59.05
16	16.10	16.95	19.90	19.95	12.00	12.00	12.00	12.00	60.00	60.90
17	15.20	16.00	20.50	21.20	12.00	12.00	9.00	10.00	56.70	59.20

Table 4a Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.50)		165
- 2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+ 2 SEMs	75	177

Table 4b Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.66)		161
- 2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+ 2 SEMs	72	173

Table 4c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined German Panels

Recommended Cut score (SEM)		Scale Score Equivalent
64 (4.59)		163
- 2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+ 2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 5 Specification Judgments — German (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	**27**	**84%**	**5**	**16%**	**0**	**0%**	**0**	**0%**
Subtopic 1	25	78%	7	22%	0	0%	0	0%
Subtopic 2	25	78%	7	22%	0	0%	0	0%
Subtopic 3	14	44%	18	56%	0	0%	0	0%
Subtopic 4	15	47%	16	50%	1	3%	0	0%
Subtopic 5	19	59%	13	41%	0	0%	0	0%
Subtopic 6	21	66%	9	28%	2	6%	0	0%
Subtopic 7	5	16%	19	59%	8	25%	0	0%
Subtopic 8	7	22%	23	72%	2	6%	0	0%
Subtopic 9	27	84%	5	16%	0	0%	0	0%
Subtopic 10	10	31%	22	69%	0	0%	0	0%
Subtopic 11	15	47%	12	38%	4	13%	1	3%
B. Understanding Linguistics	**18**	**60%**	**11**	**37%**	**1**	**3%**	**0**	**0%**
Subtopic 1	20	63%	12	38%	0	0%	0	0%
Subtopic 2	17	53%	13	41%	2	6%	0	0%
Subtopic 3	17	53%	14	44%	1	3%	0	0%
Subtopic 4	20	63%	12	38%	0	0%	0	0%
Subtopic 5	27	84%	4	13%	1	3%	0	0%
Subtopic 6	19	59%	12	38%	1	3%	0	0%
C. Comparison of Target Language with English	**13**	**42%**	**14**	**45%**	**4**	**13%**	**0**	**0%**
Subtopic 1	13	41%	16	50%	3	9%	0	0%
Subtopic 2	14	44%	16	50%	2	6%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	**16**	**52%**	**15**	**48%**	**0**	**0%**	**0**	**0%**
Subtopic 1	20	65%	10	32%	1	3%	0	0%
Subtopic 2	12	39%	15	48%	4	13%	0	0%

Table 6a Final Evaluation — German Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	15	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	14	93%	1	7%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	100%	0	0%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	60%	6	40%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	15	100%	0	0%	0	0%
The between-round discussions	11	73%	4	27%	0	0%
The cut scores of other panel members	4	27%	7	47%	4	27%
My own professional experience	10	67%	5	33%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?[10]								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is:[10]			

[10] Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

Table 6b Final Evaluation — German Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	16	94%	1	6%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	13	76%	4	24%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	82%	3	18%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	15	88%	2	12%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	14	82%	3	18%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	53%	7	41%	1	6%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	14	82%	3	18%	0	0%
The between-round discussions	11	65%	2	12%	4	24%
The cut scores of other panel members	2	12%	9	53%	6	35%
My own professional experience	8	47%	8	47%	1	6%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	10	59%	6	35%	1	6%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	6%	16	94%	0	0%

APPENDIX E
Results for Praxis World Languages: French

Table 7 Committee Member Demographics — French

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	15	65%	19	79%
Administrator/Department Head	2	9%	2	8%
College Faculty	5	22%	2	8%
Other	1	4%	1	4%
Race				
African American or Black	3	13%	3	13%
Alaskan Native or American Indian	1	4%	0	0%
Asian or Asian American	0	0%	1	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	19	83%	19	79%
Hispanic	0	0%	0	0%
Gender				
Female	17	74%	18	75%
Male	6	26%	6	25%
In which language are you most fluent?				
English	14	61%	19	79%
French	1	4%	3	13%
English and French about the same	7	30%	2	8%
Other	1	4%	0	0%
Are you certified as a French teacher in your state?				
No	4	17%	4	17%
Yes	19	83%	20	83%
Are you currently teaching French in your state?				
No	2	9%	2	8%
Yes	21	91%	22	92%
Are you currently mentoring another French teacher?				
No	16	70%	17	71%
Yes	7	30%	7	29%
How many years of experience do you have as a French teacher in your state?				
3 years or less	1	4%	1	4%
4 - 7 years	4	17%	5	21%
8 - 11 years	7	30%	4	17%
12 - 15 years	3	13%	2	8%
16 years or more	8	35%	11	46%
For which education level are you currently teaching French?				
Elementary (K - 5 or K - 6)	2	9%	0	0%
Middle School (6 - 8 or 7 - 9)	1	4%	1	4%
High School (9 - 12 or 10 - 12)	11	48%	18	75%
Middle/High School	2	9%	0	0%
All Grades (K - 12)	0	0%	1	4%
Higher Education	6	26%	4	17%
Other	1	4%	0	0%
School Setting				
Urban	10	43%	9	38%
Suburban	6	26%	9	38%
Rural	7	30%	6	25%

Table 8a Cut score Summary by Round of Judgments — French Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	17.58	17.24
SD	2.24	1.90
SEJ	0.47	0.40
Highest	22.05	21.45
Lowest	13.09	14.20
Section II: Reading (Max. Raw Score = 31)		
Average	21.48	21.47
SD	2.86	2.39
SEJ	0.60	0.50
Highest	28.75	27.65
Lowest	15.00	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	9.78	10.26
SD	1.31	1.14
SEJ	0.27	0.24
Highest	12.00	12.00
Lowest	8.00	8.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	9.52	9.57
SD	2.35	1.95
SEJ	0.49	0.41
Highest	16.00	16.00
Lowest	6.00	7.00
Total (Max. Raw Score = 97)		
Average	58.37	58.54
SD	5.33	4.56
SEJ	1.11	0.95
Highest	66.05	65.55
Lowest	45.00	48.20

Table 8b Panelists Cut scores by Round of Judgments — French Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	19.90	19.50	23.95	23.95	9.00	11.00	11.00	11.00	63.85	65.45
2	14.90	14.80	21.60	20.60	10.00	11.00	10.00	10.00	56.50	56.40
3	19.00	18.00	20.95	20.95	11.00	11.00	11.00	11.00	61.95	60.95
4	16.25	15.55	23.25	22.70	8.00	8.00	6.00	8.00	53.50	54.25
5	17.00	16.60	19.65	20.25	9.00	9.00	10.00	10.00	55.65	55.85
6	18.60	18.00	22.30	21.80	10.00	11.00	9.00	9.00	59.90	59.80
7	15.20	15.80	17.50	19.20	9.00	12.00	11.00	10.00	52.70	57.00
8	15.00	16.00	15.00	16.20	8.00	9.00	7.00	7.00	45.00	48.20
9	15.85	14.75	20.00	20.05	10.00	9.00	10.00	7.00	55.85	50.80
10	22.05	21.45	25.35	25.00	10.00	10.00	7.00	7.00	64.40	63.45
11	19.60	17.40	21.85	20.95	12.00	12.00	12.00	11.00	65.45	61.35
12	16.20	16.30	19.90	20.10	10.00	10.00	8.00	9.00	54.10	55.40
13	14.65	15.65	18.90	18.50	10.00	10.00	11.00	10.00	54.55	54.15
14	19.25	18.25	23.90	23.60	8.00	8.00	10.00	8.00	61.15	57.85
15	19.20	17.50	23.60	22.55	8.00	10.00	6.00	9.00	56.80	59.05
16	19.45	18.85	22.70	22.40	8.00	10.00	7.00	9.00	57.15	60.25
17	16.20	16.00	19.20	20.10	9.00	10.00	7.00	9.00	51.40	55.10
18	17.30	17.90	28.75	27.65	12.00	12.00	8.00	8.00	66.05	65.55
19	18.90	18.10	20.50	20.60	10.00	10.00	16.00	16.00	65.40	64.70
20	13.90	14.20	20.50	21.80	12.00	11.00	11.00	10.00	57.40	57.00
21	19.55	18.75	21.15	21.35	11.00	11.00	10.00	10.00	61.70	61.10
22	15.80	16.20	19.60	19.60	11.00	11.00	12.00	12.00	58.40	58.80
23	20.60	21.00	24.00	24.00	10.00	10.00	9.00	9.00	63.60	64.00

Table 9a Cut score Summary by Round of Judgments — French Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.34	18.10
SD	2.46	1.96
SEJ	0.50	0.40
Highest	22.50	21.70
Lowest	14.60	15.20
Section II: Reading (Max. Raw Score = 31)		
Average	22.80	23.08
SD	2.64	2.29
SEJ	0.54	0.47
Highest	27.40	27.30
Lowest	16.40	17.40
Section III: Writing (Max. Raw Score = 18)		
Average	12.00	12.67
SD	1.35	1.05
SEJ	0.28	0.21
Highest	14.00	15.00
Lowest	9.00	11.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.54	12.00
SD	1.61	1.10
SEJ	0.33	0.23
Highest	14.00	14.00
Lowest	8.00	9.00
Total (Max. Raw Score = 97)		
Average	64.68	65.84
SD	6.03	4.68
SEJ	1.23	0.96
Highest	74.25	73.55
Lowest	52.00	56.40

Table 9b Panelists Cut scores by Round of Judgments — French Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	16.40	15.90	23.20	23.40	13.00	13.00	13.00	13.00	65.60	65.30
2	21.00	20.60	24.65	23.85	13.00	13.00	12.00	12.00	70.65	69.45
3	16.40	15.20	22.35	22.45	11.00	11.00	8.00	12.00	57.75	60.65
4	15.50	16.30	21.40	22.30	12.00	12.00	12.00	12.00	60.90	62.60
5	22.15	20.55	27.40	27.30	12.00	12.00	12.00	12.00	73.55	71.85
6	15.95	16.15	23.50	24.10	9.00	11.00	9.00	10.00	57.45	61.25
7	15.30	15.50	18.70	19.90	11.00	11.00	8.00	10.00	53.00	56.40
8	17.35	18.25	23.00	23.90	13.00	13.00	10.00	12.00	63.35	67.15
9	19.60	19.70	24.75	25.95	11.00	13.00	11.00	12.00	66.35	70.65
10	16.15	17.95	19.00	21.70	13.00	15.00	11.00	12.00	59.15	66.65
11	19.40	18.40	20.10	19.50	12.00	12.00	10.00	12.00	61.50	61.90
12	17.20	17.85	24.55	24.35	10.00	13.00	11.00	12.00	62.75	67.20
13	20.75	19.95	23.30	22.90	13.00	12.00	13.00	13.00	70.05	67.85
14	19.65	19.80	22.00	22.50	13.00	13.00	12.00	12.00	66.65	67.30
15	20.55	20.15	22.70	22.70	14.00	14.00	12.00	12.00	69.25	68.85
16	15.30	15.85	23.10	23.10	13.00	13.00	13.00	12.00	64.40	63.95
17	19.75	18.05	22.90	23.00	11.00	11.00	11.00	9.00	64.65	61.05
18	14.60	15.30	16.40	17.40	10.00	13.00	11.00	11.00	52.00	56.70
19	20.75	20.20	25.30	25.40	12.00	13.00	13.00	13.00	71.05	71.60
20	18.95	18.45	22.75	22.55	13.00	13.00	12.00	13.00	66.70	67.00
21	15.20	15.80	21.70	21.70	13.00	13.00	13.00	12.00	62.90	62.50
22	18.90	18.10	20.70	21.30	12.00	14.00	14.00	14.00	65.60	67.40
23	20.80	18.65	26.45	25.75	14.00	14.00	13.00	13.00	74.25	71.40
24	22.50	21.70	27.30	26.85	10.00	12.00	13.00	13.00	72.80	73.55

Table 10a Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
59 (4.65)		157
- 2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+ 2 SEMs	68	169

Table 10b Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.54)		166
- 2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+ 2 SEMs	75	178

Table 10c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined French Panels

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.61)		162
- 2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+ 2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 11 Specification Judgments — French (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	**35**	**74%**	**12**	**26%**	**0**	**0%**	**0**	**0**
Subtopic 1	22	47%	23	49%	2	4%	0	0
Subtopic 2	36	77%	11	23%	0	0%	0	0
Subtopic 3	27	57%	19	40%	1	2%	0	0%
Subtopic 4	22	47%	24	51%	1	2%	0	0
Subtopic 5	31	66%	16	34%	0	0%	0	0
Subtopic 6	33	70%	12	26%	2	4%	0	0
Subtopic 7	6	13%	37	79%	4	9%	0	0
Subtopic 8	11	23%	32	68%	4	9%	0	0
Subtopic 9	41	87%	6	13%	0	0%	0	0
Subtopic 10	25	53%	18	38%	3	6%	0	0%
Subtopic 11	19	40%	26	55%	2	4%	0	0
B. Understanding Linguistics	**21**	**46%**	**23**	**50%**	**2**	**4%**	**0**	**0**
Subtopic 1	18	40%	21	47%	6	13%	0	0
Subtopic 2	24	51%	22	47%	1	2%	0	0
Subtopic 3	24	51%	21	45%	2	4%	0	0
Subtopic 4	23	50%	19	41%	4	9%	0	0
Subtopic 5	24	51%	21	45%	2	4%	0	0
Subtopic 6	27	57%	18	38%	2	4%	0	0
C. Comparison of Target Language with English	**19**	**42%**	**20**	**44%**	**5**	**11%**	**0**	**0%**
Subtopic 1	24	51%	17	36%	5	11%	0	0%
Subtopic 2	15	32%	25	53%	6	13%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	**25**	**53%**	**22**	**47%**	**0**	**0%**	**0**	**0**
Subtopic 1	23	49%	20	43%	4	9%	0	0
Subtopic 2	16	34%	28	60%	3	6%	0	0

Table 12a Final Evaluation — French Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	21	91%	2	9%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	18	78%	5	22%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	18	78%	5	22%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	21	91%	2	9%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	65%	6	26%	2	9%	0	0%
The process of making the standard setting judgments was easy to follow.	15	65%	8	35%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	20	87%	2	9%	1	4%
The between-round discussions	10	43%	12	52%	1	4%
The cut scores of other panel members	19	83%	4	17%	0	0%
My own professional experience	2	9%	18	78%	3	13%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	18	78%	5	22%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	4%	22	96%	0	0%

Table 12b Final Evaluation — French Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	96%	1	4%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	23	96%	1	4%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	21	88%	3	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	19	79%	5	21%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	22	92%	2	8%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	21	88%	3	13%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	19	79%	5	21%	0	0%
The between-round discussions	15	63%	9	38%	0	0%
The cut scores of other panel members	3	100%	0	0%	0	0%
My own professional experience	2	8%	16	67%	6	25%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	19	79%	4	17%	1	4%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	2	8%	22	92%	0	0%

APPENDIX F
Results for Praxis World Languages: Spanish

Table 13 Committee Member Demographics — Spanish

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	12	67%	12	57%
Administrator/Department Head	2	11%	5	24%
College Faculty	4	22%	4	19%
Other	0	0%	0	0%
Race				
African American or Black	3	17%	4	19%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	1	6%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	1	5%
White	9	50%	8	38%
Hispanic	5	28%	8	38%
Gender				
Female	12	67%	16	76%
Male	6	33%	5	24%
In which language are you most fluent?				
English	13	72%	10	48%
Spanish	1	6%	2	10%
English and Spanish about the same	4	22%	9	43%
Other	0	0%	0	0%
Are you certified as a Spanish teacher in your state?				
No	4	22%	5	24%
Yes	14	78%	16	76%
Are you currently teaching Spanish in your state?				
No	1	6%	4	19%
Yes	17	94%	17	81%
Are you currently mentoring another Spanish teacher?				
No	11	61%	10	48%
Yes	7	39%	11	52%
How many years of experience do you have as a Spanish teacher in your state?				
3 years or less	0	0%	0	0%
4 - 7 years	3	17%	1	5%
8 - 11 years	4	22%	8	38%
12 - 15 years	2	11%	2	10%
16 years or more	9	50%	10	48%
For which education level are you currently teaching Spanish?				
Elementary (K - 5 or K - 6)	0	0%	0	0%
Middle School (6 - 8 or 7 - 9)	0	0%	1	5%
High School (9 - 12 or 10 - 12)	10	56%	12	57%
Middle/High School	2	11%	0	0%
All Grades (K - 12)	1	6%	2	10%
Higher Education	5	28%	6	29%
School Setting				
Urban	9	50%	10	48%
Suburban	2	11%	7	33%
Rural	7	39%	4	19%

Table 14a Cut score Summary by Round of Judgments — Spanish Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.18	20.23
SD	2.43	2.34
SEJ	0.57	0.55
Highest	23.95	24.05
Lowest	14.05	14.05
Section II: Reading (Max. Raw Score = 31)		
Average	22.15	22.21
SD	2.56	2.63
SEJ	0.60	0.62
Highest	25.20	25.20
Lowest	15.25	14.75
Section III: Writing (Max. Raw Score = 18)		
Average	11.50	11.78
SD	1.42	1.40
SEJ	0.33	0.33
Highest	14.00	14.00
Lowest	9.00	9.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.44	11.33
SD	1.50	1.24
SEJ	0.35	0.29
Highest	15.00	13.00
Lowest	9.00	9.00
Total (Max. Raw Score = 97)		
Average	62.27	65.54
SD	5.94	5.99
SEJ	1.40	1.41
Highest	77.65	76.25
Lowest	51.30	49.80

Table 14b Panelists Cut scores by Round of Judgments — Spanish Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	19.80	19.80	19.30	19.30	10.00	10.00	11.00	12.00	60.10	61.10
2	21.20	21.50	22.85	22.85	12.00	12.00	11.00	11.00	67.05	67.35
3	20.25	20.35	23.75	23.75	9.00	9.00	11.00	11.00	64.00	64.10
4	18.40	18.70	20.85	20.85	12.00	13.00	9.00	9.00	60.25	61.55
5	19.35	19.95	25.05	25.05	10.00	12.00	11.00	12.00	65.40	69.00
6	23.45	24.05	25.20	25.20	14.00	14.00	15.00	13.00	77.65	76.25
7	17.65	17.65	21.60	21.60	12.00	12.00	12.00	12.00	63.25	63.25
8	14.05	14.05	15.25	14.75	11.00	11.00	11.00	10.00	51.30	49.80
9	23.50	23.60	22.95	22.95	13.00	13.00	13.00	13.00	72.45	72.55
10	21.55	20.85	24.05	23.55	10.00	10.00	10.00	11.00	65.60	65.40
11	22.75	22.35	23.85	23.75	12.00	13.00	12.00	12.00	70.60	71.10
12	19.65	20.55	25.05	25.00	14.00	14.00	13.00	13.00	71.70	72.55
13	19.40	19.60	20.50	20.20	10.00	11.00	9.00	9.00	58.90	59.80
14	21.20	19.80	21.15	20.65	12.00	12.00	12.00	12.00	66.35	64.45
15	19.80	19.80	23.70	24.20	10.00	10.00	11.00	11.00	64.50	65.00
16	18.50	18.70	21.30	21.80	12.00	12.00	13.00	12.00	64.80	64.50
17	18.80	19.45	19.05	20.05	12.00	12.00	12.00	11.00	61.85	62.50
18	23.95	23.35	23.20	24.20	12.00	12.00	10.00	10.00	69.15	69.55

Table 15a Cut score Summary by Round of Judgments — Spanish Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	21.76	21.47
SD	2.63	2.19
SEJ	0.57	0.48
Highest	27.00	25.45
Lowest	16.30	17.40
Section II: Reading (Max. Raw Score = 31)		
Average	22.90	22.89
SD	3.27	2.74
SEJ	0.71	0.60
Highest	28.45	26.40
Lowest	15.10	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	12.19	12.19
SD	1.17	1.29
SEJ	0.25	0.28
Highest	14.00	15.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.48	11.48
SD	2.42	2.23
SEJ	0.53	0.49
Highest	14.00	15.00
Lowest	6.00	6.00
Total (Max. Raw Score = 97)		
Average	68.32	68.02
SD	5.97	5.91
SEJ	1.30	1.29
Highest	76.65	80.50
Lowest	51.40	54.60

Table 15b Panelists Cut scores by Round of Judgments — Spanish Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	23.00	22.85	17.35	22.75	13.00	13.00	10.00	11.00	63.35	69.60
2	23.70	22.20	23.60	23.05	12.00	12.00	12.00	11.00	71.30	68.25
3	22.50	21.80	22.30	22.10	12.00	12.00	12.00	12.00	68.80	67.90
4	22.80	22.85	23.45	23.65	13.00	13.00	13.00	13.00	72.25	72.50
5	27.00	25.45	28.45	26.40	12.00	12.00	6.00	7.00	73.45	70.85
6	17.85	17.70	20.15	19.65	11.00	11.00	10.00	10.00	59.00	58.35
7	21.65	20.90	22.40	21.90	13.00	13.00	10.00	10.00	67.05	65.80
8	22.75	22.10	24.80	24.55	11.00	11.00	13.00	13.00	71.55	70.65
9	21.55	20.85	26.15	25.50	10.00	10.00	10.00	10.00	67.70	66.35
10	22.85	20.85	25.25	24.35	13.00	13.00	9.00	10.00	70.10	68.20
11	23.30	22.45	25.20	24.60	11.00	11.00	6.00	6.00	65.50	64.05
12	23.45	23.35	24.95	24.75	13.00	13.00	14.00	14.00	75.40	75.10
13	22.55	22.40	19.45	19.15	12.00	12.00	13.00	13.00	67.00	66.55
14	17.80	19.85	25.30	25.35	14.00	14.00	14.00	14.00	71.10	73.20
15	16.30	17.40	15.10	16.20	10.00	11.00	10.00	10.00	51.40	54.60
16	22.80	22.85	22.70	22.60	13.00	13.00	13.00	13.00	71.50	71.45
17	20.35	19.55	22.30	21.35	12.00	10.00	13.00	12.00	67.65	62.90
18	23.80	23.45	26.40	26.40	13.00	13.00	13.00	12.00	76.20	74.85
19	23.30	24.45	25.35	26.05	14.00	15.00	14.00	15.00	76.65	80.50
20	16.75	17.55	20.95	21.05	13.00	13.00	14.00	13.00	64.70	64.60
21	20.95	20.05	19.20	19.20	11.00	11.00	12.00	12.00	63.15	62.25

Table 16a Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.44)		167
- 2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+ 2 SEMs	75	179

Table 16b Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
69 (4.33)		171
- 2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+ 2 SEMs	77	181

Table 16c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined Spanish Panels

Recommended Cut score (SEM)		Scale Score Equivalent
67 (4.38)		168
- 2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+ 2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 17 Specification Judgments — Spanish (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	**31**	**84%**	**6**	**16%**	**0**	**0%**	**0**	**0%**
Subtopic 1	26	67%	13	33%	0	0%	0	0%
Subtopic 2	29	74%	10	26%	0	0%	0	0%
Subtopic 3	19	49%	19	49%	1	3%	0	0%
Subtopic 4	20	51%	19	49%	0	0%	0	0%
Subtopic 5	24	62%	15	38%	0	0%	0	0%
Subtopic 6	26	67%	12	31%	1	3%	0	0%
Subtopic 7	10	26%	28	72%	1	3%	0	0%
Subtopic 8	12	31%	27	69%	0	0%	0	0%
Subtopic 9	33	85%	5	13%	1	3%	0	0%
Subtopic 10	18	46%	21	54%	0	0%	0	0%
Subtopic 11	14	36%	21	54%	4	10%	0	0%
B. Understanding Linguistics	**20**	**53%**	**17**	**45%**	**0**	**0%**	**0**	**0%**
Subtopic 1	20	51%	18	46%	1	3%	0	0%
Subtopic 2	16	41%	20	51%	3	8%	0	0%
Subtopic 3	17	44%	22	56%	0	0%	0	0%
Subtopic 4	23	59%	13	33%	2	5%	0	0%
Subtopic 5	30	77%	8	21%	1	3%	0	0%
Subtopic 6	19	49%	18	46%	2	5%	0	0%
C. Comparison of Target Language with English	**13**	**35%**	**22**	**59%**	**2**	**5%**	**0**	**0%**
Subtopic 1	15	38%	21	54%	3	8%	0	0%
Subtopic 2	11	28%	24	62%	4	10%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	**15**	**41%**	**21**	**57%**	**1**	**3%**	**0**	**0%**
Subtopic 1	15	39%	20	53%	2	5%	0	0%
Subtopic 2	17	45%	18	47%	3	8%	0	0%

Table 18a Final Evaluation — Spanish Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	16	89%	2	11%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	83%	3	17%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	72%	5	28%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	16	94%	1	6%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	12	67%	6	33%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	18	100%	0	0%	0	0%
The between-round discussions	13	72%	5	28%	0	0%
The cut scores of other panel members	6	35%	9	53%	2	12%
My own professional experience	16	89%	2	11%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	11	61%	5	28%	2	11%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	6%	15	83%	2	11%

Table 18b Final Evaluation — Spanish Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	90%	2	10%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	19	95%	1	5%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	19	95%	1	5%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	90%	2	10%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	20	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	16	80%	4	20%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	18	90%	2	10%	0	0%
The between-round discussions	11	55%	7	35%	2	10%
The cut scores of other panel members	0	0%	18	90%	2	10%
My own professional experience	16	80%	3	15%	1	5%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?[11]								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is:[11]			

[11] Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

APPENDIX G
Praxis World Languages Content Specifications

Language, Linguistics, and Comparisons

Demonstrating Language Proficiency

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

Understanding Linguistics

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

Comparison of Target Language with English

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Cultures, Literatures, Cross-Disciplinary Concepts

Demonstrating Cultural Understandings

1. Knows the three Ps:
    - Perspectives (such as attitudes, ideas, and values)
    - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
    - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Appendix C

Test at a Glance – Praxis World Languages - German

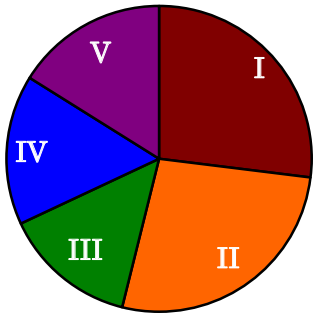
DRAFT

Listening. Learning. Leading.®

German: World Language (0183)

Test at a Glance

Test Name and Code	German: World Language (0183)
Time	2 hours 45 minutes
Number of Questions	6 constructed responses and 75 multiple-choice questions
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)



Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching German in grades K–12. Because programs in teaching German are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in German. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written German, and in the fourth section, in spoken German.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V
Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning German teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning German teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning German teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary Concepts (14%)

A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products
The beginning German teacher

1. Knows the three Ps:
   - Perspectives (such as attitudes, ideas, and values)
   - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
   - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The questions in Section I (Interpretive Listening) are recorded on CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in German and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in German as clearly and neatly as possible on the lined pages provided in your response book. Your written German should be acceptable to a wide range of educated native speakers.

You may use the area marked "NOTES" to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak German. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak German. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation

- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

> *Die Schüler haben von Montag bis Freitag Unterricht, Feiertage ausgenommen. Am 20. und 27. Januar dieses Jahres fallen die Nachmittagsstunden aus, damit die Lehrer an einer Lehrerkonferenz teilnehmen können.*

Now press “record” to start the recorder, and then read the following statement aloud so that your voice will be recorded.

> *Die Schüler haben von Montag bis Freitag Unterricht, Feiertage ausgenommen. Am 20. und 27. Januar dieses Jahres fallen die Nachmittagsstunden aus, damit die Lehrer an einer Lehrerkonferenz teilnehmen können.*

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the “pause” button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Question

Section I is designed to measure how well you understand spoken German and German-speaking cultures.

Directions: In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Now we will begin with Selection 1.

Die folgenden Fragen beziehen sich auf das Hörverständnis über die *Vogelzählung 2009: Die Stunde der Gartenvögel,* ein Interview mit Alf Pille.

SCRIPT - Hörverständnis -

Herr Dänzer: Gestern habe ich am frühen Abend noch ein Stündchen auf dem Balkon gesessen, die zur Neige gehende Sonne und die Ruhe genossen, obwohl Ruhe ist relativ, eigentlich war es ziemlich laut, denn die Vögel veranstalteten einen ordentlichen Radau. Nur wird der eben nicht als störend, sondern eher als wohltuend empfunden. Von heute an könnte ich die Stunde auch noch sinnvoll nutzen im Dienste des Natur- und des Vogelschutzbundes. Beide rufen uns nämlich dazu auf, Vögeln nicht nur zuzuhören, sondern sie auch zu zählen und ihnen das Ergebnis kund zu tun. Versuchen wir, Näheres zu erfahren von Alf Pille in Hilpoltstein, das ist der Pressesprecher des „Landesbund für Vogelschutz“ in Bayern.

Grüß’ Sie, Herr Pille.

Herr Pille: Grüß’ Sie, Herr Dänzer.

Herr Dänzer: Herr Pille, warum überhaupt ’ne Vogelzählung?

Herr Pille: Ja, wir möchten mehr erfahren, wie es unseren Vögeln geht, und ja darum rufen wir alle auf, einfach eine Stunde lang mal die Vögel zu zählen und uns das zu melden.

Herr Dänzer: Wenn Sie nun von sagen wir mal zehntausend Menschen Ergebnisse bekommen, wie rechnen Sie die Zahlen dann hoch und wie verlässlich ist das?

Herr Pille: Wir können die Zahl nicht hochrechnen auf eine absolute Summe an Vögeln, die lebt oder die nicht lebt, aber wir können das vergleichen mit den Zahlen vom Vorjahr. Die Zählung findet nun zum fünften Mal statt und da können wir dann schon vergleichen, wie hat ein Vogel im letzten Jahr abgeschnitten, wie im vorletzten Jahr und wie in diesem Jahr.

Herr Dänzer: Wie mache ich das jetzt konkret, jetzt, wenn das Wetter gut ist, setze ich mich heute Nachmittag auf den Balkon, nehm' mir ein Blatt Papier und dann?

Herr Pille: Und dann schreiben Sie auf, was Sie sehen oder hören, und melden uns das entweder online unter www.lbv.de, da ist ein online Meldebogen oder sie können sich den Bogen auch ausdrucken und dann uns schicken oder faxen, wie Sie möchten.

Herr Dänzer: Nun sehe ich dann verschiedene Vögel, die ich dummerweise aber nicht benennen kann. Ich kann zwar die Amsel vom Spatz unterscheiden, aber dann hört's eigentlich schon auf. Was dann, führe ich 'ne Rubrik unbekannter großer Vögel?

Herr Pille: Das können Sie natürlich auch machen, das hilft natürlich wenig für die Auswertung, wir haben aber im Internet viele Steckbriefe und auch die Stimmen der dreißig häufigsten Vögel, das sollte Ihnen dann schon weiterhelfen, ansonsten könnten sie auch von jedem Vogel gerne ein Bild machen und uns das mailen bei Vogelbestimmung@lbv.de. Und dann bekommen Sie innerhalb von 24 Stunden 'ne Antwort.

Herr Dänzer: Also, es wäre ja ganz sinnvoll, mich erst im Internet zu informieren und dann noch einen Fotoapparat dabei zu haben?

Herr Pille: Das können Sie machen, ja.

Fragen zu Vogelzählung 2009: Die Stunde der Gartenvögel

1. Worum geht es in diesem Beitrag?
   (A) Man erhält Informationen zu einem Fotowettbewerb.
   (B) Die Ergebnisse einer Studie werden vorgestellt.
   (C) Naturliebhaber erhalten Tipps zur Vogelbeobachtung.
   (D) Zuhörer werden zur Mithilfe an einem Projekt gebeten.

2. Laut Beitrag, wie empfinden die meisten Menschen das Vögelgezwitscher?
   (A) Als nervig
   (B) Als beruhigend
   (C) Als interessant
   (D) Als leise

3. Warum werden Vögel in Deutschland gezählt?
   (A) Damit man sieht, wie sich ihre Zahlen entwickeln
   (B) Damit man genau weiß, wie viele es in Deutschland gibt
   (C) Um die Deutschen besser über Vögel zu informieren
   (D) Um die Bürger für den Naturschutz zu engagieren

4. Was soll man machen, wenn man Vögel NICHT identifizieren kann?
   (A) Man malt sie auf ein Blatt Papier und schickt es an Herrn Pille.
   (B) Man füllt einen Steckbrief mit der Beschreibung der Vögel aus.
   (C) Man macht Fotos und schickt sie per E-Mail an den Verein.
   (D) Man meldet nur die Anzahl der Vögel, die einem bekannt sind.

5. Was kann man aus dem Namen der Organisation "Landesverband für Vogelschutz in Bayern" schließen?
   (A) Sie organisiert Protestaktionen.
   (B) Sie operiert auf regionaler Ebene.
   (C) Sie arbeitet eng mit Schulen zusammen.
   (D) Sie ist ein Verein von Vogelbesitzern.

6. Welche Funktion hat der Satzteil „am frühen Abend" in dem Satz „Gestern habe ich am frühen Abend noch ein Stündchen auf dem Balkon gesessen . . . ."?
   (A) Adverbial
   (B) Präpositional
   (C) Kausal
   (D) Nominal

Section II is designed to measure how well you understand written German and German-speaking cultures.

Directions: In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Now we will begin with Question 1.

Die nächsten Fragen beziehen sich auf den folgenden Artikel über Sauerkraut.

Sauerkraut gilt seit langem als das Nationalgericht der deutschen Küche schlechthin. So reimte der deutsche Dichter Ludwig Uhland im 19. Jahrhundert: „Auch unser edles Sauerkraut, wir sollen's nicht vergessen; ein Deutscher hat's zuerst gebaut, drum ist's ein deutsches Essen." Von Grund auf „deutsch" ist das Sauerkraut dabei eigentlich nicht. Auch in anderen Teilen Ost- und Westeuropas isst man das eingelegte Kraut traditionell mit Begeisterung. Und vermutlich kam das Sauerkraut im Mittelalter ursprünglich von China her nach Europa.

Anfangs lag die Sauerkrautherstellung in Deutschland in den Händen der Mönche, denen Sauerkraut vorrangig als Fastenspeise diente. Später fand die Verarbeitung von Sauerkraut auch in privaten Haushalten Einzug, wo es eine wichtige Rolle als Wintergemüse spielte. Dazu wird frischer Weißkohl klein geschnitten und mit Salz fest in einen Steintopf eingestampft. Dann wird der Steintopf mit einem Brett und einem Stein beschwert und kühl gelagert. Es ist wichtig, dass keine Luft zwischen den frischen Kohl gelangt, denn sonst würde statt der gewünschten Gärung ein Fäulnisprozess eintreten. Nach vier- bis sechswöchiger Gärung ist das Sauerkraut dann fertig.

Seine Beliebtheit hat das Sauerkraut seinen vielfältigen Vorteilen zu verdanken. Es ist reich an Milchsäure sowie verschiedenen Vitaminen und Mineralstoffen und unterstützt positiv die Immunabwehr und Verdauung. Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar. Auch in der Schifffahrt war das Sauerkraut seit dem 18. Jahrhundert ein wichtiger Bestandteil der Ration, seit man erkannt hatte, dass man durch Sauerkrautkonsum der gefürchteten Vitamin-Mangelerkrankung der Seeleute, dem Skorbut, vorbeugen konnte.

Auch wenn heutzutage der Sauerkrautverbrauch in Deutschland insgesamt abgenommen hat, findet das Sauerkraut andererseits viele neue Anhänger, die auf die verschönernde Wirkung des eingemachten Krautes schwören. So soll der Konsum von rohem Sauerkraut oder Sauerkrautsaft jugendliches Aussehen und strahlende Haut versprechen. Hoffen wir jedenfalls, dass das gute alte Sauerkraut auch weiterhin auf deutschen Tellern zu finden sein wird.

7. Woher kommt das Sauerkraut vermutlich ursprünglich?
   (A) Aus Deutschland
   (B) Aus Osteuropa
   (C) Aus Südeuropa
   (D) Aus China

8. Was ist bei der Herstellung von Sauerkraut besonders wichtig?

   (A) Man muss das Kraut sorgfältig zusammenpressen.
   (B) Man muss das Kraut regelmäßig umrühren.
   (C) Man muss das Kraut vorher in Essig einlegen.
   (D) Man muss das Kraut vor der Lagerung einkochen.

9. Wieso war das Sauerkraut in der Vergangenheit unter den Gemüsegerichten wohl so beliebt?

   (A) Wegen seiner relativen Seltenheit
   (B) Wegen seiner guten Haltbarkeit
   (C) Wegen seines Kalorienreichtums
   (D) Wegen seiner schnellen Herstellung

10. Was sagt der Text über den heutigen Sauerkrautverbrauch in Deutschland?

   (A) Sauerkraut wird hauptsächlich von älteren Leuten gegessen.
   (B) Sauerkraut findet Eingang in die Kosmetikindustrie.
   (C) Die gesunden Eigenschaften von Sauerkraut werden angezweifelt.
   (D) Sauerkraut wird merkbar weniger gegessen als früher.

11. Auf Ihre Kulturkenntnisse bezogen, bei welchem Gericht ist Sauerkraut gewöhnlich eine Beilage?

   (A) Bei Rinderbraten
   (B) Bei gegrilltem Hähnchen
   (C) Bei Wiener Schnitzel
   (D) Bei Bratwurst

12. Im dritten Absatz lesen Sie den Satz „Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar.“ In welchem Fall steht das Präpositionalgefüge „in kälteren Regionen“?

   (A) Nominativ
   (B) Genitiv
   (C) Dativ
   (D) Akkusativ

13) Was für ein Geschäft würde man unter diesem Ladenzeichen finden?

(A) Einen Juwelier
(B) Eine Bäckerei
(C) Einen Metzger
(D) Eine Brauerei

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 60 words**.

Stellen Sie sich vor, Sie haben seit längerer Zeit die Organisation Medizin für alle mit jährlichen Spenden unterstützt. Dieses Jahr war Ihnen dies allerdings nicht möglich und sie haben der Organisation keinen Scheck geschickt. Heute haben Sie die folgende E-Mail erhalten. Beantworten Sie die E-Mail und erklären Sie Ihre Situation.

Von: Medizin@fuer-alle.de
Gesendet: 18. September, 10:40
An: Spender@usa.net
Betreff: Ihre Spende für dieses Jahr

Lieber Spender,

wir schreiben Ihnen diese Mail, um Ihnen mitzuteilen, dass wir Sie bei unserem letzten Spendenaufruf sehr vermisst haben. Sie haben uns bisher jedes Jahr großzügig unterstützt und dafür danken wir Ihnen herzlich. Wir hoffen sehr, dass Sie der Organisation „Medizin für alle“ in ihrer so notwendigen Arbeit auch weiterhin helfen wollen. Jede noch so kleine Spende kann einen großen Unterschied im Leben anderer Menschen machen! Um Ihnen Zeit zu sparen, haben Sie jetzt übrigens auch die Möglichkeit ganz einfach online bei www.medizin-fuer-alle.de zu spenden.

Sollten Sie irgendwelche Fragen haben, oder wenn Sie einfach mit uns sprechen wollen, so können Sie uns jederzeit telefonisch unter der Rufnummer +49 (0)30 2222-774 erreichen.

Wir danken Ihnen schon im Voraus für Ihre Unterstützung.

Mit freundlichen Grüßen,

Walter Fritsche
Vorsitzender
Medizin für alle e.V.
Am Köllnischen Park 1
10179 Berlin
Germany

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: For this question, you will be asked to write an essay on a specific topic. Write your response to question in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

„Die nächste Rechnung geht aufs Dach! Solaranlagen sind die Zukunft!“
In Deutschland setzen viele Leute immer mehr auf Solarenergie, wobei es auch einige kritische Stimmen gibt. Wie stehen Sie zu dem Thema? Würden Sie eine Solaranlage auf Ihrem Dach installieren?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie mindestens ein Beispiel, das Ihre Meinung unterstützt.

Presentational Writing: Integrated Skills

(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)

Directions: For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

Folgender Text ist ein Interview zwischen ZDFonline und David Garrett.

Zwischen Mozart und Metallica
Stargeiger und Fotomodell David Garrett über seine neue Musik

ZDFonline: Ist es eigentlich ein Nachteil, so gut und gleichzeitig so locker auszusehen, wenn man die klassische Geige spielt?

Garrett: Lange habe ich gedacht, das ist ein echter Nachteil. Mich nimmt doch niemand ernst. Mittlerweile bin ich mir aber sicher, dass mein Aussehen ein echter Vorteil ist. Denn über mein Outfit erreiche ich eine Generation, die nicht unbedingt auf klassische Musik steht. Dadurch öffne ich Türen, die sonst sicher verschlossen blieben.

ZDFonline: Zur Geige passt doch wohl besser Frack und Anzug als eine olle Jeans und ein T-Shirt, wie Sie es tragen. Werden Sie von ihren Musiker-Kollegen dafür nicht schief angeschaut?

Garrett: Nein, komischerweise überhaupt nicht. Von denen hätte ich es ja am ehesten erwartet. Die Musikerkollegen sind aber wirklich froh, wenn mal ein richtig frischer Wind in ihre Szene kommt und sich andere, jüngere Menschen für die klassische Musik begeistern.

ZDFonline: Sie spielen auf einer über 300 Jahre alten Stradivari, die rund vier Millionen Euro Wert ist. Gehört das Instrument nicht eher in den Safe oder in ein Museum als in die wilden Hände eines David Garrett?

Garrett: Ich bin sehr, sehr vorsichtig und passe ganz besonders auf. Das können Sie mir glauben. Ich habe vor meinem Instrument einen riesengroßen Respekt. Mir ist ja schon eine wertvolle Geige durch ein blödes Missgeschick kaputt gegangen. Aber meine Geige ist zum Spielen da. Andere Instrumente sind sicher besser im Museum aufgehoben.

ZDFonline: Sie entstammen der "MTV-Generation" und verbinden auch den Hardrock von "Metallica" mit der Klassik. Passt das zusammen?

Garrett: Ja, da bin ich mir ziemlich sicher. Man muss natürlich ein gutes Gespür dafür haben, was funktioniert und was nicht. Denn der geniale Sound aus den letzten 20, 30 Jahren lässt sich wunderbar auf die Geige bringen, wenn man das beherrscht. Auf der Geige funktioniert fast alles, Mozart genauso wie "Metallica".

ZDFonline: Welche Musik hören Sie privat?

Garrett: Also, hier habe ich Justin Timberlake, Mozart, Michael Jackson, Johnny Cash, Queen und Guns and Roses drauf. Ein echter Mix also. Sechs Stunden Klassik am Tag kann ich nämlich auch nicht hören. Man muss mal Abstand haben von der Musik, die man selber spielt.

ZDFonline: Was halten Sie von Begriffen wie "Wunderkind" oder "Wundergeiger"?

Garrett: Nicht viel. Vor allem das Wort Wunderkind stört mich gewaltig. Was dabei nämlich vergessen wird, ist die harte Arbeit, die dahinter steckt. Es sieht zwar wunderbar aus, wenn kleine Kinder auf der Geige oder dem Klavier Beethoven spielen. Dass sie dafür aber mindestens fünf Stunden täglich hart üben müssen, das sieht doch keiner.

ZDFonline: Sie gelten als Frauenschwarm. Eine für Ihre unzähligen weiblichen Fans sehr wichtige Frage: Sind Sie eigentlich noch zu haben?

Garrett: Leider ja. Und ich weiß eigentlich selbst nicht warum. Ich bin wohl zu viel unterwegs.

WRITING TASK

Heutzutage ist klassische Musik nicht mehr so populär unter Jugendlichen. Nachdem Sie dieses Interview gelesen haben, erklären Sie, warum auch klassische Musik nicht veraltet und langweilig wirken müsste.

Approximate time—5 minutes
Presentational Speaking: Integrated Skills

Directions: For this question, you will have 1 minute to read the same article or passage you have already read in Question 78 of the writing section. This article or passage is reprinted on the following page. Then you will hear a scenario related to the article or passage. After that you will have 2 minutes to prepare your response and 2 minutes to record your response.

Now begin reading the article or passage.

Folgender Text ist ein Interview zwischen ZDFonline und David Garrett.

Zwischen Mozart und Metallica
Stargeiger und Fotomodell David Garrett über seine neue Musik

ZDFonline: Ist es eigentlich ein Nachteil, so gut und gleichzeitig so locker auszusehen, wenn man die klassische Geige spielt?

Garrett: Lange habe ich gedacht, das ist ein echter Nachteil. Mich nimmt doch niemand ernst. Mittlerweile bin ich mir aber sicher, dass mein Aussehen ein echter Vorteil ist. Denn über mein Outfit erreiche ich eine Generation, die nicht unbedingt auf klassische Musik steht. Dadurch öffne ich Türen, die sonst sicher verschlossen blieben.

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Garrett: Leider ja. Und ich weiß eigentlich selbst nicht warum. Ich bin wohl zu viel unterwegs.

SPEAKING TASK

Stellen Sie sich vor, Sie unterhalten sich mit einem Schüler über Musikstile. Dieser behauptet, dass nur moderne Musik heute noch aktuell ist. Durch das Interview haben Sie selbst neue Einsichten erhalten. Versuchen Sie ihm in diesem Gespräch andere Perspektiven zu eröffnen.

Presentational Speaking

Approximate time—5 minutes

Directions: For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Now listen to the following topic, which is also printed below.

Der Besitz eines Handys ist heute die Norm. Manche Leute sind der Meinung, dass kleine Kinder noch kein Handy brauchen. Ab welchem Alter macht es Sinn, ein Handy zu besitzen?

Äußern Sie Ihre Meinung und begründen Sie sie.

Beschreiben Sie konkrete Situationen, die Ihre Meinung unterstützen.

Interpersonal Speaking: Simulated Conversation

Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

Interpersonal Speaking

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

1. Frau Maier: Begrüßt Sie und stellt eine Frage.

- **Sie**: Grüßen Sie und machen Sie einen Vorschlag.

2. Frau Maier: Stellt Ihnen eine weitere Frage.

- **Sie**: Verneinen Sie und begründen Sie Ihre Wahl.

3. Frau Maier: Antwortet Ihnen und macht einen Vorschlag.

- **Sie**: Machen Sie einen anderen Vorschlag.

4. Frau Maier: Gibt Ihnen einen Rat.

- **Sie**: Stimmen Sie zu.

5. Frau Maier: Verabschiedet sich.

- **Sie**: Danken Sie und verabschieden Sie sich.

SCRIPT TEXT

(NARR) Interpersonal Speaking: Simulated Conversation
Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to end speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

(30 seconds)

Listen to the context and questions of the simulated conversation.

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

Now press "Record" to start your recorder.

1. Frau Maier: Guten Morgen. Sie möchten also eine Reise buchen. Wissen sie schon, wo es hingehen soll?

TONE (25 seconds) TONE

2. Frau Maier: Waren Sie dort schon mal?

TONE (25 seconds) TONE

3. Frau Maier: Hier sind einige Broschüren darüber. Beschäftigen Sie sich ein wenig damit . . . wenn Sie eine bessere Vorstellung haben, was Sie machen wollen, kommen Sie wieder und wir können weiter planen—vielleicht nächsten Freitag?

TONE (25 seconds) TONE

4. Frau Maier: Das klingt gut! Vielleicht haben Sie ja dann schon eine genauere Vorstellung, wo es hingehen soll und wann Sie reisen könnten. Es wäre hilfreich, wenn Sie sich ein paar Notizen machen würden.

TONE (25 seconds) TONE

5. Frau Maier: Also bis zum nächsten Mal und viel Spaß bei der Lektüre.

TONE (25 seconds) TONE

This is the end of the question.

Now stop your recorder. (5 seconds) Listen to verify that your response has been recorded and then stop the recorder. Raise your hand if there is a problem with your recording. (30 seconds)

End of recording.

Answers

Section I

1) Option (D) is the correct answer because listeners are informed about, and asked to participate in, a particular project. There is no mention of a photography competition (A), nor is the topic of the report the presentation of the results of a study (B). (C) is not correct, because the audio does not address nature lovers in particular, in fact is a call to all people with time on their hands. The main focus of the listening passage is not to give tips on how to best watch birds, ie which spots to pick, how to behave, where to hide etc.

2) Option (B) is the correct answer because birds twittering is conceived by most as pleasant (wohltuend). In the audio the moderator says that the sounds of the birds are not perceived as bothersome(A) and that birds are loud, not quiet (D), and it is not stated that people find the birds' twittering interesting (C).

3) The correct answer is (A) because the text says the goal of the count is to learn how the count of a particular bird species changed over the last year. (B) is not correct, because Herr Pille says that it is impossible to know the absolute count. The main goal of the count is not (C) to inform Germans about birds, nor is it (D) to engage citizens in nature protection, so (C) and (D) are not correct.

4) Answer (C) is the correct answer because Herr Pille says that if some birds cannot be identified by sound or sight, then pictures can be submitted for clarification. Drawing a picture (A) or filling out a form (B) are not mentioned in the talk. Option (D) is not possible, because Herr Pille clearly says that all birds that are seen should be reported. If one cannot identify them, then they should go on the website for support, or take a photo and send that in.

5) Option (B) is the correct answer. (A) says that the group organizes demonstrations. Option (C) states that the group works closely with schools. (D) states that it is a club for bird owners. However, there is no evidence of (C) or (D) in the discussion.

6) Option (A) is the correct answer because am frühen Abend fills the adverbial function of answering the question "when." Although am frühen Abend is a prepositional phrase, that does not explain its function in the sentence; therefore (B) is not correct. (C) is not correct, because the phrase clearly has a temporal, not a causal, function. (D) is also not correct, because am frühen Abend does not function as a noun in the sentence.

Section II

7) Option (D) is the correct answer. Since there is a quote from a poem suggesting that sauerkraut was first made in Germany, and eastern and western Europe are also mentioned, this question requires the reader to read carefully ; however, the text goes on to say that sauerkraut probably originally came to Europe from China.

8) The correct answer is (A). The most important aspect in the process of making sauerkraut is to take the small pieces of raw cabbage and firmly stamp them into a stone pot with salt. There should be no air between the layers. The text does not refer to stirring the pot (B) or to adding vinegar (C), since only salt is added; only raw white cabbage should be used, not cooked cabbabge (D).

9) The correct answer is (B), because sauerkraut keeps well. The text says that sauerkraut used to play an important role as a vegetable in the winter, so (A) is not correct. The text does not say that sauerkraut is rich in calories (C), and it clearly states that it takes four to six weeks to make sauerkraut, so (D) is not correct.

10) The correct answer is (D). The text states at the end that less sauerkraut is eaten today. The text does not say that sauerkraut is eaten primarily by older people (A) or that the cosmetic industry makes use of sauerkraut (B). (C) is wrong, because many new followers of sauerkraut believe thateating sauerkraut has beautifying effects on the body.

11) Option (D) is the correct answer, because Bratwurst (D) is typically served with sauerkraut. (A) Rinderbraten (roast beef) usually comes with Rotkohl (cooked sweet and sour red cabbage); gegrilltes Hähnchen (B) and Wiener Schnitzel (C) are usually served with french fries and a mixed salad.

12) Option (C) is correct. Even though in is a preposition that can be used with the dative or the accusative, the words following in here are clearly in the dative. Here it answers the question "where", answering "where to" would be accusative (D).

13) The correct answer is (B). The sign resembles a pretzel and is used for a bakery. Although there is a crown above it, it has nothing to do with a jewelry store (A). Even though pretzels can be sold at a butcher (C), or a brewery (D), it is not their main merchandise. They would traditionally display different signs.

Appendix D

Test at a Glance – Praxis World Languages – French

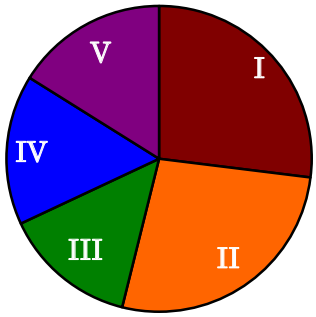
DRAFT

Listening. Learning. Leading.®

French: World Language (0174)

Test at a Glance

Test Name and Code	French: World Language (0174)
Time	2 hours 45 minutes
Number of Questions	6 constructed responses and 75 multiple-choice questions
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)



Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching French in grades K–12. Because programs in teaching French are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in French. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written French, and in the fourth section, in spoken French.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V
Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning French teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning French teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning French teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary Concepts (14%)

A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products

The beginning French teacher

1. Knows the three Ps:
   - Perspectives (such as attitudes, ideas, and values)
   - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
   - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The selections in Section I (Interpretive Listening) are recorded on a CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is accompanied by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in French and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in French as clearly and neatly as possible on the lined pages provided in your response book. Your written French should be acceptable to a wide range of educated native speakers.

You may use the area marked "NOTES" to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak French. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak French. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner

- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

> *Les élèves doivent aller en classe du lundi au vendredi, sauf les jours de congé. Cette année, tous les élèves sortiront tôt de l'école le 20 et le 27 janvier à cause des réunions auxquelles assisteront les professeurs du lycée.*

Now press "record" to start the recorder, and then read the following statement aloud so that your voice will be recorded.

> *Les élèves doivent aller en classe du lundi au vendredi, sauf les jours de congé. Cette année, tous les élèves sortiront tôt de l'école le 20 et le 27 janvier à cause des réunions auxquelles assisteront les professeurs du lycée.*

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the "pause" button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Questions

Section I is designed to measure how well you understand spoken French and French-speaking cultures.

Directions: In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Now we will begin with Selection 1.

Les questions suivantes se rapportent au reportage audio *Arbres et forêts* de Régis Picart.

I. Script : Arbres et forêts : Régis Picart

Il y a une dizaine d'années, Philippe Bourseiller a entrepris un long travail d'inventaire de ce qui reste beau sur la planète. Il a photographié les volcans, les déserts et maintenant les arbres et les forêts.

L'arbre . . . on n'imagine pas la complexité et la richesse de cet être vivant, le plus ancien de la planète. Dans un somptueux ouvrage paru chez La Martinière, Philippe Bourseiller nous emmène à travers le monde à la découverte des habitants des forêts boréales ou tropicales, des êtres qui se contentent d'un peu d'eau, de quelques sels minéraux, d'un peu de terre et de lumière. Avec si peu, ils sont capables de durer près de cinq mille ans ou de dépasser les cents mètres de haut en Californie. Un houx royal de Tasmanie se reproduit, comme un clone, depuis quarante trois mille ans.

Lors d'une balade en forêt, Philippe Bourseiller a mis cinq heures pour parcourir deux kilomètres avec son guide qui s'arrêtait à chaque plante, chaque feuille, chaque liane pour lui expliquer leur utilité dans la pharmacopée, la nourriture ou la fabrication des huttes.

Car chaque arbre est source de vie pour un monde parfois minuscule mais aussi pour les peuples de la forêt comme les pygmées d'Afrique ou les indiens Waoranis d'Amérique du sud.

En Sibérie, Philippe Bourseiller a été frappé par la symbiose des Evenks, des éleveurs de rennes, avec la forêt . . .

« Au début de l'hiver, ils rentrent dans les forêts pour se mettre à l'abri ; ils doivent vivre avec leurs troupeaux par des températures de -60° -65°. On a rejoint ces populations et, moi, ce qui m'a frappé c'est l'adaptation de ces populations au froid et à la forêt. C'est une forêt morte. On a l'impression qu'elle a été brûlée. Il ne reste plus que ces arbres alors que simplement elle s'est mise en veille pendant tout l'hiver et au printemps, elle va repartir. Ils utilisent l'hiver pour se protéger. Ça leur permet de mettre leur troupeau à l'abri au milieu des arbres, du vent, du froid parce qu'il fait quand-même moins froid que dans la toundra. Ça leur permet aussi de se construire des cabanes, d'utiliser le bois pour le feu, de pouvoir s'en servir pour la pêche. »

Voilà une utilisation naturelle et maîtrisée de la forêt. Mais Philippe Bourseiller termine son livre avec cinq photos qui en disent long sur notre prise de conscience écologique. Il y en a une notamment qui est frappante, sur une piste africaine, un cortège interminable de camions transportant des énormes troncs d'arbres destinés à un riche pays industrialisé.

1. Qui est Philippe Bourseiller ?

   (A) Un biologiste qui étudie les arbres et les forêts
   (B) Un photographe qui se spécialise dans la nature
   (C) Un anthropologue qui étudie des populations en voie de disparition
   (D) Un guide qui travaille principalement dans les forêts

2. Qui sont ces habitants des forêts boréales ou tropicales qui intéressent Philippe Bourseiller ?

   (A) Des arbres variés
   (B) Des insectes utiles
   (C) Des troupeaux de bêtes
   (D) Des groupes de personnes

3. Pourquoi Philippe Bourseiller a-t-il avancé si lentement quand il marchait dans la forêt ?

   (A) Il s'est trouvé dans une forêt où il y avait peu de lumière.
   (B) Il s'est trouvé dans une forêt qui était difficile de pénétrer.
   (C) Il essayait d'éviter tous les dangers de la forêt.
   (D) Il voulait tout savoir sur les plantes de la forêt.

4. Qu'est-ce qui frappe Philippe Bourseiller chez les Evenks ?

   (A) Leur pratique de brûler la forêt
   (B) Leur union étroite avec la forêt
   (C) Leur façon de faire la pêche
   (D) Leur manière de vivre avec leurs troupeaux

5) Les mots «paru chez La Martinière» vers le début de l'extrait indiquent que La Martinière est une maison d'édition. Quel nom est associé avec une autre maison d'édition traditionnelle en France ?

   (A) Gilbert Joseph
   (B) Le Louvre
   (C) Hachette
   (D) Bon Marché

6. Vers la fin de l'extrait, que représente le mot «en» dans l'expression «il y en a une notamment» ?

   (A) Des forêts du monde
   (B) Des photos
   (C) Des camions
   (D) Des troncs d'arbres

Section II is designed to measure how well you understand written French and French-speaking cultures.

Directions: In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Now we will begin with Question 1.

Les questions suivantes se rapportent à cet article au suject de L'École Marocaine.

En octobre 1999, un groupe de parents marocains, soucieux de l'identité culturelle de leurs enfants, a décidé de créer une école du samedi pour l'enseignement de la langue arabe et de la culture marocaine. Leur but était de créer un milieu qui permet à leurs enfants de préserver leur patrimoine culturel marocain dans leur pays d'accueil, le Canada, et de maintenir des liens étroits avec leur pays d'origine, le Maroc.

Pour ce faire, ce groupe de parents a créé une association à but non lucratif nommée Amicale des ressortissants Marocains en Montérégie dont l'école devint une des activités éducatives. Sans aucune publicité, l'école a ouvert ses portes le 9 octobre 1999 à l'école secondaire André-Laurendeau à Saint-Hubert avec un effectif étudiant de14 élèves âgés de 6 à 11 ans inscrits aux 3 niveaux primaires offerts. Grâce à l'intervention d'un membre de notre association auprès du directeur de la dite école, l'école y a été hébergée gratuitement.

Pendant deux ans, la publicité de l'école a été faite de bouche à oreille. En 2002 notre association, confiante de son expertise, a pris la décision de sortir de l'ombre et d'informer la communauté marocaine de son existence et de son programme spécifiquement marocain. Suite à la publicité faite pour notre école sur la télévision marocaine Maroc Zine, un grand nombre de parents marocains résidant à Montréal nous ont appelés pour inscrire leurs enfants. Malheureusement, notre école n'a pas pu répondre positivement à ce besoin urgent de la communauté marocaine de Montréal, étant donné que la situation géographique de notre école, située à Saint-Hubert, pose des problèmes d'accessibilité et que la capacité des locaux est très limitée.

Vu le grand nombre d'appels que notre école a reçu de cette communauté, notre association a fait appel à la Fédération Marocaine du Canada, dont elle est membre affilié, en sollicitant son soutien moral, matériel et logistique. La FMC a promis de nous aider pour réaliser notre projet selon ses moyens, tout en lui accordant une priorité pour l'année 2002–2003. Dans ce cadre de coopération, la FMC s'est engagée à trouver un local pour héberger le campus centre-ville de notre école et aussi à payer le loyer s'il y a eu lieu.

En 2003 L'École Marocaine, dotée de deux campus (Montréal et Rive-Sud), a pu accueillir une cinquantaine d'élèves et recruter quatre professeurs supplémentaires. Depuis ce temps là, le nombre d'élèves et celui des professeurs n'ont cessé d'augmenter pour atteindre 140 élèves et 8 enseignants en 2005.

7. Pourquoi a-t-on crée L'École Marocaine ?

   (A) Pour permettre aux parents, immigrés du Maroc, de savoir ce que font leurs enfants le samedi.
   (B) Pour offrir à des professeurs, immigrés du Maroc, la possibilité de pouvoir enseigner en arabe.
   (C) Pour aider les enfants des immigrés marocaines à apprendre les langues de leur pays d'accueil.
   (D) Pour assurer que les enfants des immigrés marocaines connaissent la langue et les traditions de leur pays d'origine.

8. Comment est-ce qu'on a trouvé des salles de classe pour L'École Marocaine au début ?

   (A) On a acheté un bâtiment à Montérégie.
   (B) On a loué des salles auprès d'un membre du groupe.
   (C) On a pu utiliser des salles sans payer.
   (D) On a pu trouver des salles dans un hôtel.

9. Quelle décision a été prise par l'Amicale des ressortissants Marocains en 2002?

   (A) D'installer beaucoup de lampes dans l'école
   (B) D'inscrire un grand nombre d'enfants de Montréal
   (C) De créer un programme spécifiquement marocain
   (D) De faire de la publicité dans la communauté marocain

10. Quel était un des problèmes avec les salles originels de l'école marocaine ?

    (A) Elles se trouvaient loin du centre-ville.
    (B) Elles coûtaient beaucoup trop cher.
    (C) Elles n'étaient pas bien maintenues.
    (D) Elles n'étaient pas accessibles aux personnes handicapées.

11. À laquelle des régions géographiques suivantes le Maroc appartient-il ?

    (A) Les Balkans
    (B) Le Maghreb
    (C) Le Proche-Orient
    (D) Le Hindu Kush

12. Dans la phrase «La FMC a promis de nous aider pour réaliser notre projet, selon ses moyens, tout en lui accordant une priorité pour l'année 2002–2003.» à quoi se réfère le pronom lui ?

    (A) La FMC
    (B) Notre projet
    (C) Ses moyens
    (D) Ne priorité

La question suivante se rapporte à l'image ci-dessous.

13. D'après vos connaissances culturelles, à quelle occasion les Français mangent-ils ce plat contenant une fève ?

    (A) Lors de la remise des diplômes du secondaire
    (B) Lors d'une cérémonie de mariage
    (C) Le quatorze juillet, pour la fête nationale
    (D) Le six janvier, pour la fête de l'Épiphanie

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 60 words**.

Imaginez qu'il ya un mois vous avez créé une association dont la mission est de combattre l'implantation d'un futur supermarché dans votre quartier. Suite à la grande manifestation que vous avez organisée contre la création de ce supermarché, vous recevez un e-mail du maire de votre ville. Répondez à cet e-mail.

De : Axel De la Rochefoucault
À : praxiscandidate@testcenter.org
Envoyé : 25 juin 2009
Objet :

Madame/Monsieur,

En tant que maire de votre ville, je vous écris pour vous assurer que l'implantation de ce supermarché sera bénéfique à tous nos concitoyens, premièrement sur le plan des emplois et deuxièmement sur le plan de la proximité pour les personnes qui n'ont pas de véhicules. Ce supermarché n'offrira que des produits biologiques et bons pour la santé de tous! Nous regrettons de vous informer que votre association porte préjudice à l'image de notre ville et de ses projets. Mon équipe municipale et moi-même avons du mal à comprendre votre opposition.

Veuillez agréer l'expression de mes sentiments distingués.

Axel De la Rochefoucault
Marie de Rueil-Malmaison

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: For this question, you will be asked to write an essay on a specific topic. Write your response to question in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

Pensez-vous que, pour maîtriser vraiment bien une langue, il soit nécessaire de passer du temps dans un pays où l'on parle cette langue ?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis en mentionnant les avantages et les inconvénients d'un tel séjour pour soutenir vos idées.

Presentational Writing: Integrated Skills

(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)

Directions: For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

L'article suivant intitulé «Les atouts des enfants bilingues» a été écrit par Hervine De Kersauson pour le site www.lepetitjournal.com.

Être vraiment bilingue, c'est pouvoir s'exprimer et penser dans deux langues avec un niveau de précision identique dans chacune d'entre elles, c'est aussi se mouvoir dans deux cultures. Une chance que bon nombre d'enfants, parmi ceux de nos lecteurs, ont en naissant dans un foyer franco-chilien, ou simplement en grandissant au Chili entre des parents francophones. De plus, ce don très envié donne d'autres atouts. Mais attention, il ne va pas toujours de soi, nous explique la psychologue française installée à Santiago : Hervine de Kersauson.

Les enfants bilingues seraient plus créatifs, plus ouverts et plus flexibles que les autres! À condition bien sûr, qu'ils soient élevés dans un environnement affectif stable et culturellement riche. N'oublions pas que ce sont le sentiment de sécurité et les interactions avec les adultes qui comptent avant tout dans le développement d'un enfant. Moyennant quoi élevé par des parents «suffisamment bons», les enfants bilingues acquièrent très tôt une conscience métalinguistique (au delà du langage): Ils comprennent alors mieux que les autres que chaque langue est un monde en soi avec ses codes propres. Passer d'un code à l'autre, implique d'avoir synthétisé les spécificités verbales et communicatives de chaque langue, et de les exprimer de manière contrôlée, adaptée. Ainsi, cette conscience leur permet d'acquérir un comportement linguistique, social, affectif, lié à chaque langue. Ils développent par là leur capacité d'adaptation, leur intelligence. De plus, certaines recherches montrent que quand on parle bien une deuxième langue, on parle mieux sa langue maternelle. D'autres auteurs suggèrent que les enfants bilingues obtiendraient aussi de meilleurs résultats en mathématiques.

Attention : garder deux langues à un même niveau demande des efforts. Une étude menée en Suède sur des enfants issus de couples mixtes binationaux a montré qu'il est très difficile, voire impossible, d'accéder à un bilinguisme équilibré si l'exposition à la langue 2 est limitée au seul contact avec les parents. C'est pourquoi il est important que les deux langues jouissent du même prestige et du même intérêt. Pensez à proposer à vos enfants un environnement riche et stimulant dans chaque langue (livres, histoires, cassettes, amis). En âge scolaire, les enfants n'aiment pas être différents de leurs camarades qui ne parlent qu'une langue. S'ils ne perçoivent pas l'autre langue comme valorisée dans la famille, ils auront vite fait de l'oublier.

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WRITING TASK

Résumez dans vos propres mots l'article que vous venez de lire en expliquant la/les perspective(s) d'Hervine de Kersauson sur le bilinguisme chez les enfants.

Approximate time—5 minutes
Presentational Speaking: Integrated Skills

Directions: For this question, you will have 1 minute to read the same article or passage you have already read in Question 78 of the writing section. This article or passage is reprinted on the following page. Then you will hear a scenario related to the article or passage. After that you will have 2 minutes to prepare your response and 2 minutes to record your response.

Now begin reading the article or passage.

L'article suivant intitulé «Les atouts des enfants bilingues» a été écrit par Hervine De Kersauson pour le site www.lepetitjournal.com.

Être vraiment bilingue, c'est pouvoir s'exprimer et penser dans deux langues avec un niveau de précision identique dans chacune d'entre elles, c'est aussi se mouvoir dans deux cultures. Une chance que bon nombre d'enfants, parmi ceux de nos lecteurs, ont en naissant dans un foyer franco-chilien, ou simplement en grandissant au Chili entre des parents francophones. De plus, ce don très envié donne d'autres atouts. Mais attention, il ne va pas toujours de soi, nous explique la psychologue française installée à Santiago : Hervine de Kersauson.

Les enfants bilingues seraient plus créatifs, plus ouverts et plus flexibles que les autres! À condition bien sûr, qu'ils soient élevés dans un environnement affectif stable et culturellement riche. N'oublions pas que ce sont le sentiment de sécurité et les interactions avec les adultes qui comptent avant tout dans le développement d'un enfant. Moyennant quoi élevé par des parents «suffisamment bons», les enfants bilingues acquièrent très tôt une conscience métalinguistique (au delà du langage): Ils comprennent alors mieux que les autres que chaque langue est un monde en soi avec ses codes propres. Passer d'un code à l'autre, implique d'avoir synthétisé les spécificités verbales et communicatives de chaque langue, et de les exprimer de manière contrôlée, adaptée. Ainsi, cette conscience leur permet d'acquérir un comportement linguistique, social, affectif, lié à chaque langue. Ils développent par là leur capacité d'adaptation, leur intelligence. De plus, certaines recherches montrent que quand on parle bien une deuxième langue, on parle mieux sa langue maternelle. D'autres auteurs suggèrent que les enfants bilingues obtiendraient aussi de meilleurs résultats en mathématiques.

Attention : garder deux langues à un même niveau demande des efforts. Une étude menée en Suède sur des enfants issus de couples mixtes binationaux a montré qu'il est très difficile, voire impossible, d'accéder à un bilinguisme équilibré si l'exposition à la langue 2 est limitée au seul contact avec les parents. C'est pourquoi il est important que les deux langues jouissent du même prestige et du même intérêt. Pensez à proposer à vos enfants un environnement riche et stimulant dans chaque langue (livres, histoires, cassettes, amis). En âge scolaire, les enfants n'aiment pas être différents de leurs camarades qui ne parlent qu'une langue. S'ils ne perçoivent pas l'autre langue comme valorisée dans la famille, ils auront vite fait de l'oublier.

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SPEAKING TASK

Imaginez que certains de vos amis élèvent leurs enfants dans une atmosphère bilingue. Pourtant, leurs parents croient que c'est une mauvaise idée. Maintenant que vous avez lu cet article, parlez aux parents de vos amis pour leur expliquer pourquoi et comment le bilinguisme sera un bénéfice pour leur petits-enfants.

Presentational Speaking

Approximate time—5 minutes

Directions: For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Now listen to the following topic, which is also printed below.

Pensez-vous qu'il faut avoir de l'argent pour être heureux dans la vie?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis pour soutenir vos idées.

Interpersonal Speaking: Simulated Conversation

Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

Interpersonal Speaking

Imaginez que vous trouvez sur votre répondeur un message téléphonique de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous êtes parmi les candidats principaux pour un poste d'interprète. Vous lui rappelez pour avoir plus de renseignements.

1. Directrice : Vous salue et vous pose une question.

- **Vous** : Saluez la directrice et précisez la raison de votre appel.

2. Directrice : Vous répond et vous pose une question.

- **Vous** : Répondez-lui et donnez des détails.

3. Directrice : Vous répond et vous pose une question.

- **Vous** : Dites « non » et demandez plus de renseignements.

4. Directrice : Vous répond et vous pose une question.

- **Vous** : Dites « oui » et donnez une réponse détaillée.

5. Directrice : Vous répond et vous demande de contacter sa secrétaire.

- **Vous** : Remerciez la directrice et dites au revoir.

Script Text for Simulate Conversation

(NARR) Interpersonal Speaking: Simulated Conversation
Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to end speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

(30 seconds)

Listen to the context and questions of the simulated conversation:

Imaginez que vous trouvez sur votre répondeur un message téléphonique de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous vous êtes parmi les candidats principaux pour un poste d'interprète. Vous rappelez pour avoir plus de renseignements.

Now press Record to start your recorder.

1. Directrice des ressources humaines : Bonjour! Carol Van der Bruck, directrice des ressources humaines de Pharma de la Rochelle, que puis-je faire pour vous?

TONE (25 seconds) TONE

2. Directrice des ressources humaines : Ah, oui bien sûr, j'ai votre candidature sous mes yeux et j'ai été très impressionnée par vos qualifications. Dites-moi, alors, pourquoi vous intéressez-vous particulièrement à notre entreprise?

TONE (25 seconds) TONE

3. Directrice des ressources humaines : Oui, je vois bien ! Cependant je tiens à vous dire que vous allez devoir quitter votre pays pour venir vous installer à Bruxelles pour une durée minimum de trois ans . . . En plus, ce travail exige beaucoup de voyage—est-ce que cela vous dérange?

TONE (25 seconds) TONE

4. Directrice des ressources humaines : Eh bien, disons que nous vendons nos produits cosmétiques exclusivement en Afrique et en Amérique Latine. Vous voyagerez aux côtés du vice-président en tant que son interprète lors des signatures de contrats de marchés, à raison de trois fois par mois. Êtes vous déjà allé(e) en Afrique ou en Amérique Latine ?

TONE (25 seconds) TONE

5. Directrice des ressources humaines : Ah ça alors, c'est vraiment un avantage . Veuillez contacter ma secrétaire ; elle vous donnera rendez-vous pour un entretien personnel, et vous donnera aussi tous les détails pour le voyage. Je suis ravie de vous avoir parlé ! Je vous verrai donc ici à Bruxelles, quand nous pourrons continuer notre conversation.

TONE (25 seconds) TONE

This is the end of the question.

Now stop your recorder. (5 seconds) Listen to verify that your response has been recorded and then stop the recorder. Raise your hand if there is a problem with your recording. (30 seconds)

End of recording.

Answers

Section I

1) This question asks for a basic understanding of what Philippe Bourseiller does. It is stated in the beginning of the report that he has has taken photos of volcanoes, deserts, and now, trees. Option (B) is correct.

2) The answer to this question is based on understanding that the first sentence of this paragraph (*L'arbre . . . on n'imagine pas la complexité et la richesse de cet être vivant, le plus ancien de la planète.*) provides the referent for *ces habitants*, and the correct answer is therefore (A). Insects (B), herds of animals (C), and groups of people (D) are not mentioned in the context of these *habitants*.

3) The text does explains that Bourseiller moved through the forest slowly because he was paying attention to the guide's infomation about the plants, from which we can infer the correct answer (D)—he wanted to learn everything about the plants in the forest.

4) This question requires the candidate to understand the word *symbiose* and the paragraph that follows it and to understand that this shows a close integration between the Evenk and the forests, so the correct answer is (B).

5) Options (A), (B) and (D) are respectively the names of a bookstore chain, a museum, and a department store. Hachette is one of the largest world-wide French publishing houses, so the correct answer is (C).

6)The expression is referring to <u>one</u> of the <u>photos</u>. The correct answer is B.

Section II

7) The main purpose of the school is to help students preserve their Moroccan heritage, (*préserver leur patrimoine culturel marocain*), so the correct answer is (D).

8) The text states that through the influence of a group member, the École Marocaine was *hébergée gratuitement*; so the correct answer is (C), the school could use rooms without paying.

9) Since the school decided in 2002 to begin advertising *sur la télévision marocaine*, the correct answer is (D).

10) The correct answer is (A), the school where the rooms were located was out-of-the-way and difficult for students to reach.

11) This question asks the candidate to identify the part of the world where Morocco is located. The correct answer is (B), le Maghreb, which comprises Morocco, Algeria, and Tunisia.

12) *Lui* is an indirect object pronoun, which in this sentence stands for *notre projet.* Therefore, the correct answer is (B).

13) The question asks when the French typically eat a dish containing *une fève*. This refers to the custom of making a cake with a bean, or a small token baked into it to celebrate the É*piphanie*, or *Jour des Rois*. The person who gets the piece of cake with the bean is "king for the day". The answer is therefore (D).

Appendix E

Test at a Glance – Praxis World Languages - Spanish

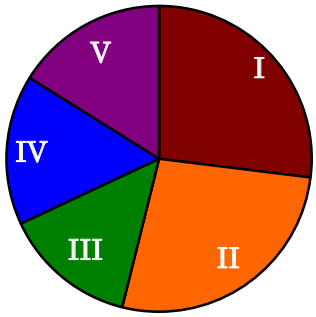
DRAFT

Listening. Learning. Leading.®

Spanish: World Language (0195)

Test at a Glance

Test Name and Code	Spanish: World Language (0195)
Time	2 hours 45 minutes
Number of Questions	6 constructed responses and 75 multiple-choice questions
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)



Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in Spanish. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written Spanish, and in the fourth section, in spoken Spanish.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V
Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Spanish teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning Spanish teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning Spanish teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary Concepts (14%)

A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products
The beginning Spanish teacher

1. Knows the three Ps:
   - Perspectives (such as attitudes, ideas, and values)
   - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
   - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The questions in Section I (Interpretive Listening) are recorded on CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in Spanish and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in Spanish as clearly and neatly as possible on the lined pages provided in your response book. Your written Spanish should be acceptable to a wide range of educated native speakers.

You may use the area marked "NOTES" to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak Spanish. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation

- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

> *Los alumnos tienen clases de lunes a viernes, excepto los días feriados. Este año, todos los alumnos saldrán temprano de la escuela el 20 y 27 de enero debido a que habrá conferencias para los profesores del colegio.*

Now press "record" to start the recorder, and then read the following statement aloud so that your voice will be recorded.

> *Los alumnos tienen clases de lunes a viernes, excepto los días feriados. Este año, todos los alumnos saldrán temprano de la escuela el 20 y 27 de enero debido a que habrá conferencias para los profesores del colegio.*

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the "pause" button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. Answers with explanations follow the questions. The conversation in the Listening section is a transcription of a real interview. It is authentic spoken language and, therefore, contains hesitations, repetitions, and spontaneous responses.

Section 1. Listening with Cultural Knowledge

Transcript:

(Interviewer) Buenos días. Nació en la Gran Manzana. Criado en Puerto Rico. De vuelta con nosotros está: ¡Lefty Pérez! Hola, ¿qué tal amigo?

(Lefty Pérez) -El gusto..., ¡Guuuusto!

(Interviewer) -El gusto es mío.

(Lefty Pérez) -Hola, ¿qué tal? ¿Cómo estás papi? ¿Bien? Contento de estar aquí una vez más trayéndote mucha salsa.

(Interviewer) -Oye, mucho tiempo sin verte desde "Calle 8". Te veo más delgado... pero... estás por todos lados: en canales de TV, promocionando tu nuevo disco, "Salseros unidos" y en muchas presentaciones por NuevaYork, Puerto Rico, San Francisco... ¡Cuéntanos, cuéntanos!

(Lefty Pérez) -Exactamente, el Carnaval de San Francisco fue un exitazo grandísimo: como 4.000 personas a quienes les encanta la salsa.

(Interviewer) -De cierta forma estás como retomando tu carrera.

(Lefty Pérez) -Sí, sí... pero yo siempre he estado ocupado, activo, trabajando en otros países. Y, pues, este nuevo proyecto que he comenzado es titulado "Salseros unidos".

(Interviewer) -Háblanos de este disco porque no hemos tenido mucho tiempo de hablar de la producción completa.

(Lefty Pérez) -Sí, bueno, esta producción es muy especial para mí. Este... "Salseros unidos" sale de la muerte de un compañero nuestro. Llamo a unificar a los salseros del mundo y vengo y les escribo junto con Pedro Jesús. Colaboraron conmigo varios artistas en el video y menciono la mayoría de ellos en la canción.

(Interviewer) -Hagamos un pequeño flashback del comienzo de tu carrera. ¿Qué recuerdas?

(Lefty Pérez) -Bueno, yo comencé a los 13 años oyendo los temas de Héctor Lavoe, y los cantaba en el baño, escuchando a Cheche Colé, "Abuelita tu refrán me hace reír".

(Interviewer) -¿Pero, pero lo cantabas igualito?

(Lefty Pérez) -Yo canto bastante bien. Como Héctor, porque para llenar esos zapatos se necesita...

(Interviewer) -¿Todavía te acuerdas?

--Song plays--

(Interviewer) -A propósito de Héctor: ¿ya viste la película “El cantante”?

(Lefty Pérez) -¡Excelente! Y exhorto al público que la vaya a ver. Lo que hicieron Marc Anthony y su esposa Jennifer es traer a esta leyenda a la pantalla gigante para que el mundo, el mundo, el mundo entero conozca quien fue este señor.

(Interviewer) - ¿Lo que más te ha gustado de la película?

(Lefty Pérez) -Son los chistes que decía Héctor Lavoe. Como era él.

(Interviewer) -Gracias, Lefty Pérez. Bendiciones. Éxitos.

(Lefty Pérez) -Te quiero. Salúdame a Panamá ... .

(Interviewer) -¿Cómo no? Con gusto.

(Lefty Pérez) -Chévere. Un abrazo.

(Interviewer) -Un abrazo y gracias.

(NARR) Now you will have 60 seconds to preview the questions you will need to answer.

(60 seconds)

(NARRATOR) Now listen again.

[REPEAT ENTIRE INTERVIEW]

(NARRATOR) Now answer questions 1-6.

[2 minutes]

1. ¿Qué es “Salseros unidos”?

   (A) Una película sobre la música puertorriqueña
   (B) Una agrupación de cocineros
   (C) Un carnaval en San Francisco
   (D) Un proyecto de Lefty Pérez

2. Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?

   (A) Cuando apenas tenía 3 años
   (B) A los 13 años, cantando en el baño
   (C) A los 8 años en la radio de Puerto Rico
   (D) Siendo ya adulto en San Francisco

3. ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?

   (A) Porque son los mejores amigos de Lefty Pérez
   (B) Porque van a hacer una gira con Lefty Pérez
   (C) Porque han hecho una película sobre Héctor Lavoe
   (D) Porque compusieron una canción sobre Héctor Lavoe

4. ¿Cómo se dirige Lefty Pérez al entrevistador?

   (A) Con ironía
   (B) Con amabilidad
   (C) Con formalidad
   (D) Con timidez

5. Al final de la entrevista, el entrevistador dice: “¿Cómo no? Con gusto”. ¿Cuál de las siguientes expresiones sería equivalente?

   (A) Claro que sí
   (B) Permítame
   (C) Pase usted
   (D) ¡Qué se va a hacer!

6. La palabra “exitazo” en el contexto de la frase “Exactamente, el Carnaval de San Francisco fue un exitazo” es sinónimo de

   (A) éxito muy corto
   (B) éxito enorme
   (C) decepción general
   (D) decepción pequeña

Section 2. Reading with Cultural Knowledge

Las preguntas siguientes están basadas en la siguiente adaptación de texto:

Hallan restos de un mítico café tanguero y túneles de una usina

Debajo de unos 50 centímetros de tierra continúa oculto el piso de uno de los reductos[1] más célebres de la ciudad. En el cruce de las avenidas Figueroa Alcorta y Sarmiento, frente al Planetario, un grupo de arqueólogos descubrió restos del Café de Hansen, inaugurado en 1877 y considerado como una de las cunas del tango, que se terminó de masificar en 1890. Allí, según describen algunas crónicas de la época, en las noches de milonga se podía ver a «la rubia Mireya», la que popularizaron Manuel Romero y Francisco Canaro en el tango «Tiempos viejos». Es el mismo café en el que se prohibió tocar y bailar la milonga «El esquinazo», porque los parroquianos seguían el ritmo golpeando las copas con los cubiertos: «Nada me importa de tu amor, golpeá nomás, el corazón me dijo. Que tu amor fue una farsa, aunque juraste y juraste que eras mía».

Pese a su popularidad el café no se salvó de la picota y fue demolido por orden del intendente Joaquín S. de Anchorena en 1912. Así, buscando ampliar los accesos hacia el velódromo, el intendente terminó por derribar un café tan pródigo en leyendas y mitos como en contradicciones.

Es que historiadores, arqueólogos, cronistas y aún testigos de la época no logran ponerse de acuerdo sobre quiénes frecuentaban el café y qué cosas sucedieron en la casona. Enrique Cadícamo lo describió como «un salón de baile, concurrido por gente calavera[2] de diferentes rangos. Era un ambiente bravo, pero muy divertido». El compositor, uno de los preferidos de Carlos Gardel, delineó un perfil del lugar casi como si lo hubiera conocido. Pero Cadícamo nació en 1900. ¿Habrá ido antes de su demolición, con menos de doce años de edad, o transmitió lo que alguien le contó?

Otros aseguran que el lugar era frecuentado por la clase alta de Buenos Aires y que incluso no se bailaba tango porque estaba prohibido, como en todos los sitios públicos por aquellas épocas.

A metros del Café de Hansen, el mismo equipo de arqueólogos halló una red de túneles y sótanos que aún están en recuperación. Los túneles son de 1883 y eran parte de la infraestructura de la que sería la primer usina eléctrica de la Ciudad. «Por entonces no había un sistema centralizado de electricidad. Esta usina sirvió para iluminar el parque, inaugurado dos años después, y muestra la envergadura de la creación del paisajista francés Carlos Thays», describe Néstor Zakim, de la Dirección General de Patrimonio.

Clarín Contenidos. Used by permission.

[1]reducto: refugio
[2]calavera: persona amante de las juergas o que no sienta cabeza

7. Según el artículo, ¿por qué es importante el hallazgo de los restos del Café de Hansen?

   (A) Por haber sido construido por un famoso arquitecto
   (B) Porque allí comenzó su carrera Carlos Gardel
   (C) Porque allí se desarrolló la afición por el tango
   (D) Por su ubicación estratégica en la ciudad

8. ¿Qué suerte corrió el Café de Hansen?

   (A) Fue derribado por su polémica popularidad.
   (B) Fue derribado para ensanchar una avenida.
   (C) Se convirtió en un museo.
   (D) Se estableció allí el Planetario.

9. Según los cronistas, no está claro si en el Café se permitía

   (A) tomar vino
   (B) cantar milongas
   (C) organizar tertulias
   (D) bailar tango

10. ¿Qué función tenían los sótanos cerca del Café?

   (A) Eran parte de un gran depósito.
   (B) Eran parte de una biblioteca.
   (C) Eran parte del sistema de energía.
   (D) Eran parte del sistema de transporte.

11. Según se infiere del pasaje y sus conocimientos culturales, ¿en qué época se popularizó el tango en Buenos Aires?

   (A) A comienzos del siglo XVIII
   (B) A comienzos del siglo XIX
   (C) A fines del siglo XIX
   (D) A fines del siglo XX

12. El adverbio “aún” en la frase del último párrafo, “sótanos que aún están en recuperación”, se puede sustituir sin cambiar su sentido por

   (A) todavía
   (B) ya
   (C) también
   (D) incluso

La pregunta 13 está basada en el cuadro pintado por la artista mexicana Frida Kahlo en 1932.

13. ¿Cuál de las siguientes perspectivas culturales de México está representada en la pintura?

(A) La importancia de los murales mexicanos
(B) La relevancia de la música de mariachis en México
(C) Las semejanzas entre las costumbres de México y España
(D) La mezcla del pasado indígena con la sociedad moderna

Section 3. Writing section

Interpersonal Writing: Response to an E-mail, Memo, or Letter

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

Asunto: Nuevo profesor de español
De: Gabriela Marinero
Fecha: 15 de septiembre de 2010
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,
Directora
Departamento de Lenguas Modernas

Presentational Writing

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres? Explique y defienda su opinión.

Integrated Skills

Vargas Llosa: «La literatura ayuda a vivir y es la expresión de la libertad humana»

IRENE G. VARA.

«Contar una historia bien contada» ha sido la ambición que Mario Vargas Llosa ha perseguido a lo largo de su carrera literaria. Así lo defendió el escritor hispano-peruano ayer en el encuentro «Lecciones y maestros», que se celebra en Santillana del Mar. En su opinión, una historia bien contada es un relato que anula la distancia entre lo escrito y el lector, y que elimina esa actitud crítica con la que nos acercamos a un texto. Según Vargas Llosa, ése ha sido un objetivo que puede apreciarse detrás de todo lo que ha escrito.

Víctor García de la Concha, director de la Real Academia Española, fue el encargado de pronunciar el discurso de presentación del escritor, en el que aseguró que Vargas Llosa «tiene un oído afinado para plasmar la realidad oral», gracias a su sensibilidad poética. Se refirió a él como novelista, académico, crítico literario, profesor, lector y autor teatral.

En su turno de respuesta, Mario Vargas Llosa confirmó la influencia que ha tenido la poesía en su formación como escritor y admitió que gracias a Flaubert aprendió que «la literatura es una manera de vivir». El escritor y académico aseguró que cuando empieza un proyecto literario paulatinamente el relato va «invadiendo» todo su tiempo. «Poco a poco me contamino de los personajes, de la historia, y acabo mimetizándome -explicó-. Camuflo mi propia vida para escribir mejor, y así conseguir contar una historia bien contada».

Vargas Llosa definió a la literatura como «la gran acusación» y «la gran requisitoria» de que las sociedades «nunca fueron capaces de aplacar de manera definitiva los anhelos de los seres humanos». «La literatura ayuda a vivir», opina Vargas Llosa, ya que llena los vacíos e insuficiencias de la vida con invención y fantasía, y aseguró que la escritura es una «expresión de la libertad humana» que pocos ámbitos expresan tan bien. El autor de La fiesta del Chivo se mostró en desacuerdo frente a la teoría que asegura que la literatura es sólo diversión y entretenimiento, y señaló la responsabilidad de la literatura como social, moral y política, además de estética. «La obra maestra deja un sedimento en el lector, que sin darse cuenta, actúa sobre sus actos», opinó.

Writing

Basándose en la información del artículo que ha leído, explique las ideas sobre la literatura del novelista Mario Vargas Llosa.

Section 4. Speaking section

Integrated Skills

The previous passage will be read again.

Speaking

Imagine que está invitado o invitada a participar en un panel que discutirá la obra del novelista Mario Vargas Llosa. Explique su opinión personal con respecto a las ideas de este autor.

Presentational Speaking

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico. ¿Qué opina usted sobre este tema?

Interpersonal Speaking

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico. ¿Qué opina usted sobre este tema?

Interpersonal Speaking

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

Simulated Conversation:

Man: Hola, ¿A que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

(25 seconds to respond)

Man: ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

(25 seconds to respond)

Man: Uuuuuy… ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

(25 seconds to respond)

Man: Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

(25 seconds to respond)

Man: Bueno, y por último, ¿qué te gustaría que te llevara de regalo desde España?

(25 seconds to respond)

The following outline of the conversation will be provided in the test book before the actual conversation starts:

Amigo	• Le saluda y le dice por qué le está llamando.
Usted	• Reaccione a la noticia y responda a la pregunta.
Amigo	• Continúa la conversación y le hace una pregunta.
Usted	• Haga varias recomendaciones.
Amigo	• Continúa la conversación y le hace otra pregunta.
Usted	• Ofrezca detalles.
Amigo	• Continúa la conversación y le hace otra pregunta.
Usted	• Responda dando detalles.

Answers

Section I

1. Choice A is not the correct answer, because the movie mentioned in the interview is "El cantante", not "Salseros unidos". Choice B is not the correct answer, because no cooks are mentioned in the interview. Choice C is not the correct answer; the carnival in San Francisco is only mentioned in the interview. The correct answer is D, because the interviewer says that Lefty is traveling all over the place promoting his latest album "Salseros Unidos". This question provides evidence in category I and A4.

2. Choices A, C, and D are not correct answers, because Lefty says he started singing in the bathroom when he was 13 years old. Therefore, choice B is the correct answer. This question provides evidence in category I and A4.

3. Choice A is not the correct answer, because Lefty does not say Marc Anthony and his wife are his best friends. Choice B is not the correct answer because Lefty does not mention with whom he is going on tour. Choice D is not the correct answer, because Marc Anthony and his wife Jennifer did not compose a song about Héctor Lavoe. However, choice C is the correct answer because Marc Anthony and his wife Jennifer acted in a movie about Héctor Lavoe's life. This question provides evidence in category I and A4.

4. Choices A, C, and D are not the correct answers, because Lefty does not address the interviewer ironically, formally, or timidly. The correct answer is choice B; Lefty addresses the interviewer kindly. The word choice and the affectionate exchanges between interviewee and interviewer translate into a kind and friendly interview. This question provides evidence in category I and A7.

5. Choices B, C, and D are not the correct answers, because none of them are equivalent to the expression "¿Cómo no? Con gusto". However, choice A is the correct answer; both terms can be used interchangeably in the same sentence. This question provides evidence in category III and A1-Practices.

6. Choice A is not the correct answer; the ending *-azo* added to a noun has connotations of something big in size. Therefore, choice B is the correct answer because it says that it is an enormous success. Choices C and D are not the correct answer; both of them have the word *decepción* ("disappointment"), and that is the opposite of *éxito*. This question provides evidence in the categories I and B4.

Section II

7. Choice A is not the correct answer; the café's architect is not mentioned in the article. Choice B is not the correct answer, because Carlos Gardel did not start his career there. Choice D is not the correct answer, because its location is irrelevant to answer the question. Choice C is the correct answer; the article mentions that the café is the birthplace of the tango. This question provides evidence in category II and A5.

8. Choice A is not the correct answer, because the café was not demolished because of its dubious popularity. Choice C is not the correct answer; the café was not turned into a museum. Choice D is not the correct answer, because the Planetarium was not established at that location. The café was demolished to widen the access into the city, therefore choice B is the correct answer. This question provides evidence in category II and A5.

9. Choice A is not the correct answer, because wine is not even mentioned in the article. Choice B is not the correct answer; the article does not say that it was not allowed to sing *milongas* in the café. Choice C is not the correct answer, because *tertulias*, or literary gatherings, are not mentioned at all in the article. However, dancing tango is mentioned in the article as an example of things that were not allowed in the café. It was prohibited to play and dance *milongas* in the café. Choice D is correct. This question provides evidence in category II and A5.

10. Choice A is not the correct answer, because the article does not say that the basement was a warehouse. Choice B is not the correct answer; the basement was not used as a library. Choice D is not the correct answer, because the article does not mention any transportation system. However, the article does mention the basement was part of the infrastructure of the first electric plant in the city. Therefore, choice C is the correct answer. This question provides evidence in category II and A5.

11.
Choices A, B, and D are not the correct answer, because the year 1890 is cited as the date when the tango started to reach its peak in popularity. That is the end of the nineteenth century, which is choice C. Therefore, choice C is the correct answer. This question provides evidence in category II and A8. It also provides evidence in category III, and A1c.

12. Choices B, C, and D are not the correct answer, because all have different meanings that would either not make sense, not be grammatically correct, or change the meaning of the sentence. Choice A is the right answer because it is the only of the four choices that can be used in the sentence provided without changing the meaning of the sentence This question provides evidence in category II and B2.

13. Choice A is not the correct answer; the significance of Mexican murals cannot be inferred from the painting. Choice B is not the correct answer, because there is no mariachi music depicted in the painting. Choice C is not the correct answer; neither Mexican nor Spanish customs are depicted in the painting. However, choice D is the correct answer. In the painting, one can see the indigenous past in the pyramids and the agriculture and modern life in the factories, machinery, and pollution. This question provides evidence in category III and A1c.

Board of Education Agenda Item

Item: S. **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Passing Score for the Praxis II Business and Information Technology Assessment

Presenter: 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
- _X_ Board of Education regulation
- ___ Other: _____

___ Action requested at this meeting _X_ Action requested at future meeting: May 27, 2010

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action
date _____
action _____

Background Information:

The responsibility for teacher licensure is set forth in section 22.1-298.1 of the *Code of Virginia,* which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The *Licensure Regulations for School Personnel (September 21, 2007)* 8VAC20-22-40 (A) state, in part, that "…all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education."

The Board of Education prescribes the Praxis II (subject area content) examinations as the professional teacher's assessment requirements for initial licensure in Virginia. The Board originally approved cut scores on 16 subject content tests that became effective July 1, 1999. Subsequently, the Board adopted additional content knowledge tests as they were developed by the Educational Testing Service (ETS). Virginia teachers and teacher educators participated in validation and standard setting studies guided by ETS personnel to ensure an appropriate match between Praxis II tests and the competencies set forth in Virginia's regulations, as well as the K-12 *Standards of Learning*.

ETS continues to update the Praxis II assessments through the test regeneration process. When this process results in substantial changes to the assessment, another standard setting study is required.

Summary of Major Elements

A standard setting study was conducted on December 2-3, 2009, for the Praxis Business Education assessment which is required for individuals seeking a Business and Information Technology endorsement in Virginia. ETS conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis Business Education assessment. A detailed summary of the study, *Standard Setting Report – Praxis Business Education (0101) – December 2009,* is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the study were to (a) recommend the minimum Praxis Business Education score judged necessary to award a Business and Information Technology Endorsement and (b) confirm the importance of the Praxis Business Education content specifications for entry-level business/information technology teachers in Virginia.

The first administration of the new Praxis Business Education assessment will occur in fall 2010. The current Praxis Business Education assessment will be discontinued, with the last administration in summer 2010.

In addition to the state-specific study, ETS also conducted two multistate standard setting studies in September 2009 in Princeton, New Jersey. The results of these studies, including the passing scores recommended by the multistate panels, are attached (Appendix B) and include participants, methodology, and recommendations.

The Praxis Business Education *Test at a Glance* document describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level business education teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of business education teachers and college faculty defined the content of the assessment, and a national survey of teachers and college faculty confirmed the content.

The two-hour assessment contains 120 multiple-choice questions and covers *Accounting and Finance* (18 questions); *Communication and Career Development* (18 questions); *Economics* (12 questions); *Entrepreneurship* (12 questions); *Information Technology* (18 questions); *Law and International Business* (18 questions); *Marketing and Management* (12 questions); and *Professional Business Education* (12 questions). Candidates' overall scores as well as eight category scores are reported. The maximum total number of raw-score points that may be earned is 120. The reporting scale for the Praxis Business Education assessment ranges from 100 to 200 scaled-score points.

The process used in the Virginia standard setting study is detailed in Appendix A. The panel recommended a cut score of 78. The value of 78 represents approximately 65 percent of the total available 120 raw points that could be earned on the Praxis Business Education assessment. The scaled score associated with 78 raw points is 157.

A similar process was used in the multistate standard setting studies as described in Appendix B. The cut score recommendations for the Praxis Business Education test were 73.15 for Panel I and 75.03 for Panel II. These numbers also were rounded to the next highest whole number to determine the functional recommended cut scores of 74 for Panel I and 76 for Panel II. The values of 74 and 76 represent approximately 62 percent and 63 percent, respectively, of the total available 120 raw points that could be earned on the test. The scaled scores associated with 74 and 76 raw scores are 152 and 155, respectively.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia standard setting study as well as the multistate standard setting studies, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia standard setting study and the multistate studies are shown below. Note that consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – Business

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	78 (5.25)	**157**
-2 SEMs	**68**	**145**
-1 SEM	**73**	**151**
+1 SEM	**84**	**164**
+2 SEMs	**89**	**170**

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	74 (5.35)	**152**
-2 SEMs	**64**	**140**
-1 SEM	**69**	**146**
+1 SEM	**80**	**160**
+2 SEMs	**85**	**165**

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	76 (5.30)	**155**
-2 SEMs	**66**	**143**
-1 SEM	**71**	**149**
+1 SEM	**82**	**162**
+2 SEMs	**87**	**168**

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Business Education – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	75 (5.33)	**154**
-2 SEMs	**65**	**142**
-1 SEM	**70**	**148**
+1 SEM	**81**	**161**
+2 SEMs	**86**	**167**

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

The Advisory Board for Teacher Education and Licensure (ABTEL) recommends that the Board of Education set a cut score of 157 for the revised Praxis II assessment in Business and Information Technology (0101).

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure recommendation to approve the cut score for the revised Praxis II Business and Information Technology assessment.

Impact on Resources:

Costs associated with the administration of the Business and Information Technology assessment will be incurred by the Educational Testing Service. Prospective business education teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the May 27, 2010, meeting.

Appendices

Appendix A - Standard Setting Report for Virginia – December 2009

Appendix B - Multi-State Standard Setting Report – October 2009

Appendix C - *Test at a Glance – Praxis Business Education Assessment.*

Appendix A
Standard Setting Report for Virginia - December 2009

Listening. Learning. Leading.

Standard Setting Report

Praxis Business Education (0101)

December 2009

Conducted on Behalf of the Virginia Department of Education by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

A standard setting study was conducted on December 2-3, 2009 for the Praxis Business Education assessment which will be used to award a Business and Information Technology Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis Business Education assessment, which will be administered in Virginia for the first time in the fall 2010.

The purposes of the study were to (a) recommend the minimum Praxis Business Education score judged necessary to award a Business and Information Technology Endorsement and (b) confirm the importance of the Praxis Business Education content specifications for entry-level business/information technology teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panel's recommended passing score, or cut score, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward a recommendation to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut score on the Praxis Business Education assessment.

Recommended Cut Scores

The standard setting study involved an expert panel comprised of teachers, administrators and college faculty. The recommended cut score is provided to the VDOE to assist in the process of establishing an appropriate cut (or passing) score.

- For Praxis Business Education, the recommended cut score is **78** (on the raw score metric), which represents 65% of the 120 available raw score points. The scaled score associated with a raw score of 78 on the Praxis Business Education assessment is 157.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Business Education assessment content specifications were important for entry-level business/information technology teachers in Virginia. Each of the eight knowledge categories comprising the content specifications was judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis Business Education assessment is important for beginning practice.

Introduction

A standard setting study was conducted on December 2-3, 2009 for the Praxis Business Education assessment which will be used to award a Business and Information Technology Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis Business Education assessment.

The purposes of the study were to (a) recommend the minimum Praxis Business Education score judged necessary to award a Business and Information Technology Endorsement and (b) confirm the importance of the Praxis Business Education content specifications for entry-level business/information technology teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panel's recommended passing score, or cut score, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward a recommendation to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut score on the Praxis Business Education assessment.

The first administration of the new Praxis Business Education assessment will occur in fall 2010. The current Praxis Business Education assessment will be phased out, with the last administration in summer 2010.

Praxis Business Education Assessment

The Praxis Business Education *Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level Business Education teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of business education teachers and college faculty defined the content of the assessment, and a national survey of teachers and college faculty confirmed the content.

The two hour assessment contains 120 multiple-choice questions and covers *Accounting and Finance* (18 questions); *Communication and Career Development* (18 questions); *Economics* (12 questions); *Entrepreneurship* (12 questions); *Information Technology* (18 questions); *Law and International Business* (18 questions); *Marketing and Management* (12 questions); and *Professional Business Education* (12 questions). Candidates' overall scores as well as eight category scores are reported. The maximum total number of raw-score points that may be earned is 120. The reporting scale for the Praxis Business Education assessment ranges from 100 to 200 scaled-score points.

Expert Panels

The standard setting study included an expert panel. The VDOE recruited panelists to represent a range of professional perspectives. A description of the panel is presented below. (See Appendix C for a listing of panelists.)

The Business Education panel included 20 teachers, administrators, and college faculty who prepare business education teachers. In brief, 18 panelists were teachers, one was an administrator, and one was college faculty. Sixteen panelists were female. Thirteen panelists were White, six were African American, and one was Alaskan Native/American Indian. All panelists reported being certified business education teachers in Virginia. More than half of the panelists (11 out of 20 panelists) had between 4 and 7 years of experience as a business education teacher, and a quarter had 12 or more years of teaching experience.

A fuller demographic description for the members of the Business Education panel is presented in Table 1 in Appendix D.

Process and Method

The design of the Praxis Business Education assessment standard setting study included an expert panel. The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the Praxis Business Education assessment (included in the Praxis Business Education *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting study began with a welcome and introduction by Dr. Clyde Reese, an ETS researcher in the Center for Validity Research. Dr. Reese, lead facilitator for the study, then provided an overview of standard setting and presented the agenda for the study. The Business Education panel was led by Mr. Jack Burke, an ETS consultant.

Reviewing the Praxis Business Education Assessment

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately one and a half hours to respond to the multiple-choice questions (without access to the answer key). After “taking the test,” the panelists were provided access to the answer key for the multiple-choice questions. The purpose of “taking the test” was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering business/information technology teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and skills believed necessary to be a qualified business/information technology teacher in Virginia. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

As a starting point in the development of the JQC definition, panelists were given the definition from a previous multi-state standard setting study for the assessment. The panelists were instructed to use the previous definition as a "rough draft" for developing a Virginia-specific definition. Panelists were encouraged to (a) *keep* statements from the multi-state definition that were appropriate for Virginia; (b) *revise* statements to better reflect Virginia standards; (c) *drop* statements that were not applicable in Virginia; and (d) *add* statements to address knowledge and/or skills not considered by the multi-state panels. The panelists were split into smaller groups, and each group was asked to develop their definition of a JQC. Each group referred to Praxis Business Education *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

Panelists' Judgments

The standard-setting process for the Praxis Business Education assessment is described next, followed by the results from the standard-setting study. The recommended cut score is provided to the VDOE to assist in the process of establishing an appropriate cut (or passing) score.

A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for the Praxis Business Education assessment. In this approach, for each multiple-choice question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

The panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first 10 questions.

The panelists engaged in two rounds of judgments. Following Round 1, feedback was provided to the panel, including each panelist's (listed by ID number) recommended cut score and the panel's average recommended cut score, highest and lowest cut score, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Judgment of Praxis Business Education Content Specifications

Following the two-round standard setting process, each panelist judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level teacher in Virginia. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the eight knowledge categories and 32 knowledge/skills statements.

Results

Initial Evaluation Forms

The panelists completed an initial evaluation form after receiving training on how to make their question-level judgments. The primary information collected from this form was the panelists' indication of whether they had received adequate training to make their standard-setting judgments and were ready to proceed. All panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments is presented in Table 2 in Appendix D. The numbers in the table reflect the recommended cut score — the number of raw score points needed to "pass" the assessment — of each panelist for the two rounds. The panel's average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panel to recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

The panel's cut score recommendation for the Praxis Business Education assessment is 77.48 (see Table 2 in Appendix D). The value was rounded to the next highest whole number, 78, to determine the functional recommended cut score. The value of 78 represents approximately 65% of the total available 120 raw points that could be earned on the assessment. The scaled score associated with 78 raw points is 157.[1]

Table 3 (in Appendix D) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis Business Education assessment has not yet been administered.

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Business Education assessment content specifications were important for entry-level business/information technology teachers in Virginia. Panelists rated the eight knowledge categories and 32 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 4 (in Appendix D).

[1] For reference purposes, if the recommended raw cut score was 77 points, the scaled score would be 156.

All but one of the eight knowledge categories – *Professional Business Education* – was judged to be *Very Important* or *Important* by 90% or more of the panelists. The *Professional Business Education* category was judged as *Very Important* or *Important* by a majority of panelists (80%). The knowledge categories of *Accounting and Finance* (80% of panelists judged as *Very Important*) and *Information Technology* (75% of panelists judged as *Very Important*) were seen as most important for beginning business/information technology teachers in Virginia. The knowledge categories of *Professional Business Education* (20% of panelists judged as *Very Important*) and *Law and International Business* (25% of panelists judged as *Very Important*) were seen as least important.

Four of the 32 knowledge/skill statements were judged to be *slightly important* or *not important* by 30% or more of the panelist:

- Under *Law and International Business*, the statement "United States court system" was judged as *slightly important* by 7 of the 20 panelists;
- Under *Professional Business Education*, the statement "Professional Business Education Organizations" was judged as *slightly important* by 6 of the 20 panelists; and
- Under *Professional Business Education*, the statement "Career and Technical Education Legislation (e.g., Carl Perkins)" was judged as *slightly important* by 13 of the 20 panelists; and
- Under *Professional Business Education*, the statement "School and Community Relationships" was judged as *slightly important* by 5 of the 20 panelists and *not important* by one panelist.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Tables 5 (in Appendix D) present the results of the final evaluation.

All panelists *agreed* or *strongly agreed* that (a) they understood the purpose of the study, (b) the facilitators' instructions and explanations were clear, and (c) they were prepared to make their standard setting judgments. Seventeen of the 20 panelists *strongly agreed* that the standard-setting process was easy to follow (and the remaining panelists *agreed*). The panelists reported that the definition of the JQC and their own professional experience most influenced their standard-setting judgments. All the panelists reported that between-round discussions and the cut scores of other panelists were at least *somewhat influential* in guiding their judgments.

All panelists indicated they were *very* or *somewhat comfortable* with their recommendation. Eighteen of the 20 panelists were *very comfortable* with their recommendation and 90% the panelists thought their cut score recommendation was *about right*.

Summary

A standard setting study was conducted on December 2-3, 2009 for the Praxis Business Education assessment which will be used to award a Business and Information Technology Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis Business Education assessment, which will be administered in Virginia for the first time in the fall 2010.

Standard setting was conducted using a probability-based Angoff approach. The recommended cut score is **78** (on the raw score metric), which represents 65% of total available 120 raw-score points. The scaled score associated with a raw score of 78 on the Praxis Business Education assessment is 157.

The panel confirmed that the knowledge and/or skills stated or implied in the Praxis Business Education assessment content specifications were important for entry-level teachers. The results of the evaluation surveys (initial and final) support the quality of the standard-setting implementation.

References

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APPENDIX A
Workshop Agenda

AGENDA

Praxis Business Education Assessment

Virginia Standard Setting Study

Day 1

	General Session
8:00 – 8:15	**Welcome**
8:15 – 8:45	**Overview of Standard Setting & Workshop Events**
8:45 – 9:00	**Overview of the Praxis Business Education Assessment**
9:00 – 9:05	**Break**
	Break-Out Room
9:05 – 9:20	**Introductions**
9:20 – 11:30	**"Take" the Praxis Business Education Assessment**
11:30 – 12:00	**Discuss the Praxis Business Education Assessment**
12:00 – 12:15	**Define the Knowledge/Skills of a JQC**
12:15 – 1:00	**Lunch**
1:00 – 3:00	**Define the Knowledge/Skills of a JQC (continued)**
3:00 – 3:15	**Break**
3:15 – 3:45	**Standard Setting Training**
3:45 – 5:15	**Round 1 Standard Setting Judgments for Questions 1-60**
5:15 – 5:30	**Collect Materials; End of Day 1**

AGENDA
Praxis Business Education Assessment

Virginia Standard Setting Study

Day 2

Break-Out Room

9:00 – 9:15	**Questions from Day 1 & Overview of Day 2**
9:15 – 10:00	**Review of the Standard Setting Process**
10:00 – 10:30	**Round 1 Standard Setting Judgments for Question 61-120**
10:30 – 10:45	**Break**
10:45 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Round 1 Feedback & Round 2 Judgments (continued)**
2:15 – 3:00	**Specification Judgments**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definition

Definition of the Just Qualified Candidate – Business Education

1. Competence in basic business mathematical calculations
2. Competence in verbal, non-verbal, visual, and electronic communication
3. A basic understanding of appropriate student and professional organizations
4. A basic understanding of the accounting cycle and principles
5. An understanding of real-world application of economic principles
6. An understanding of personal and business financial literacy
7. An understanding of business ownership and entrepreneurship
8. An understanding of the functions and roles of management
9. A working knowledge of computer applications
10. A working knowledge of computer systems
11. An awareness of emerging information technologies
12. An understanding of ethical and legal issues affecting business practices
13. An understanding of the role and impact of global business
14. An understanding of work-based learning and career development
15. An understanding of basic marketing principles

APPENDIX C
Panelists' Names & Affiliations

Business Education Panel

Panelist	Affiliation
Sheena Allen	Charlotte County Public Schools
Catherine J. Bateman	Augusta County Board of Education
James Dawson	Powhatan Junior High School
Kimberly R. Fields	George C. Marshall High School
Stephanie Gwaltney	Hampton City Schools
Pamela V. Holley	Henrico County Public Schools
Teresa A. Johnson	Surry County High School
Mary Lewis	Fairfax County Public Schools
Erin Lips	Stonewall Jackson High School
Gary Lupton	Bethel High School
Debbie Myers	Powhatan County Public Schools
Toinette Outland	Booker T. Washington High School
Heather Raynes	Fort Defiance High School
Rhonda Reynolds	Christiansburg High School
Evette Richardson	Norfolk State University
Steven Shultz	Bethel High School, Hampton City Schools
Jason Scott Tibbs	Business Education Teacher
Sandra T. Wier	Buckingham County High School
Debra B. Woltz	Halifax County Schools
Cynthia Wuyek	Massaponax High School

APPENDIX D
Results for Praxis Business Education

TABLE 1 Committee Member Demographics — Business Education

	N	Percent
Group you are representing		
Teachers	18	90%
Administrator/Department Head	1	5%
College Faculty	1	5%
Race		
African American or Black	6	30%
Alaskan Native or American Indian	1	5%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	13	65%
Hispanic	0	0%
Gender		
Female	16	80%
Male	4	20%
Are you certified as a Business Education teacher in Virginia?		
No	0	0%
Yes	20	100%
Are you currently teaching Business Education in Virginia?		
No	0	0%
Yes	20	100%
Are you currently mentoring another Business Education teacher?		
No	17	85%
Yes	3	15%
How many years of experience do you have as a Business Education teacher in Virginia?		
3 years or less	2	10%
4 - 7 years	11	55%
8 - 11 years	2	10%
12 - 15 years	3	15%
16 years or more	2	10%
For which education level are you currently teaching Business Education?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	3	15%
High School (9 - 12 or 10 - 12)	16	80%
All Grades (K - 12)	0	0%
Higher Education	1	5%
School Setting		
Urban	7	35%
Suburban	3	15%
Rural	10	50%

Table 2 Cut score Summary by Round of Judgments — Business Education

Panelist	Round 1	Round 2
1	73.80	75.50
2	84.45	84.25
3	74.15	72.50
4	72.45	72.55
5	76.90	74.80
6	78.65	77.65
7	79.80	76.70
8	68.25	69.75
9	96.65	94.55
10	79.25	79.10
11	78.65	77.95
12	77.80	75.85
13	83.50	82.25
14	73.50	70.10
15	67.10	75.00
16	72.40	69.25
17	74.90	75.85
18	64.30	67.60
19	86.55	90.50
20	88.15	87.90
Mean	77.56	77.48
Median	77.35	75.85
Minimum	64.30	67.60
Maximum	96.65	94.55
SD.	7.69	7.23
SEJ	1.72	1.62

TABLE 3 Cut scores within 1 and 2 SEMs of the Recommended Cut Score — Business Education

Recommended Cut Score (SEM)		Scale Score Equivalent
78 (5.25)		157
- 2 SEMs	68	145
-1 SEM	73	151
+1 SEM	84	164
+ 2 SEMs	89	170

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 4 Specification Judgments — Business Education

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I. Accounting and Finance	**16**	**80%**	**4**	**20%**	**0**	**0%**	**0**	**0%**
• Accounting: the accounting cycle, the accounting process and the interpretation and use of financial statements	13	65%	7	35%	0	0%	0	0%
• Personal and Business Finance: savings and investments, managing: credit, finances, and risks; financial institutions	16	80%	4	20%	0	0%	0	0%
II. Communication & Career Development	**13**	**65%**	**7**	**35%**	**0**	**0%**	**0**	**0%**
• Foundations of Communication: barriers, techniques, and skills	7	35%	11	55%	2	10%	0	0%
• Written and Oral Communications: letters, memos, email, presentations, reports	17	85%	3	15%	0	0%	0	0%
• Employment Communication: resumes, applications, interview techniques and tools	15	75%	5	25%	0	0%	0	0%
• Career Research: evaluating occupational interests and using career research tools and resources	6	30%	13	65%	1	5%	0	0%
III. Economics	**6**	**30%**	**14**	**70%**	**0**	**0%**	**0**	**0%**
• Allocation of Resources: supply and demand, opportunity cost, scarcity, factors of production, etc.	12	60%	8	40%	0	0%	0	0%
• Economic Systems: free enterprise, market vs. command economies, mixed economies	8	40%	10	50%	2	10%	0	0%
• Market Structures: monopolies, oligopolies, competition, the effect of the structures on pricing and the quality of goods and services	4	20%	15	75%	1	5%	0	0%
• Role of Government: fiscal policies, taxation; monetary policies, banking regulations	7	35%	11	55%	2	10%	0	0%
• Economic Indicators: growth, productivity, employment, the business cycle	7	35%	12	60%	1	5%	0	0%
IV. Entrepreneurship	**6**	**30%**	**13**	**65%**	**1**	**5%**	**0**	**0%**
• Characteristics	9	45%	9	45%	2	10%	0	0%
• Entrepreneurial opportunities	6	30%	12	60%	2	10%	0	0%
• Forms of ownership: sole proprietorship, partnership, corporation	11	55%	8	40%	1	5%	0	0%
• Business Plans: components and rationale	6	30%	12	60%	2	10%	0	0%

Table 4 Specification Judgments — Business Education (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
V. Information Technology	**15**	**75%**	**5**	**25%**	**0**	**0%**	**0**	**0%**
• Operations and concepts: hardware, software, networking, operating environments, file management, security	15	75%	5	25%	0	0%	0	0%
• Human factors: ergonomics, workflow, physical design/layout	5	25%	10	50%	5	25%	0	0%
• Technology Tools: o Communication (e.g., telecommunications, Internet, netiquette) o Research (e.g., Internet usage, search strategies, databases) o Problem-solving and decision-making using applications (e.g., word processing, multimedia, spreadsheet, database, desktop publishing, web design, programming, collaborative software)	16	80%	4	20%	0	0%	0	0%
VI. Law and International Business	**5**	**25%**	**15**	**75%**	**0**	**0%**	**0**	**0%**
• Foundations of International Business: role and impact	3	15%	13	65%	4	20%	0	0%
• International Business Environment: social, cultural, political, legal, and economic factors; and the impact of a country's infrastructure	3	15%	12	60%	5	25%	0	0%
• Trade Relations: imports and exports; trade barriers, trade agreements and balance of trade	3	15%	15	75%	2	10%	0	0%
• Contract law	7	35%	9	45%	4	20%	0	0%
• Consumer law	8	40%	10	50%	2	10%	0	0%
• Computer law: copyright, intellectual property, privacy/security	10	50%	9	45%	1	5%	0	0%
• United States court system	5	25%	8	40%	7	35%	0	0%
VII. Marketing and Management	**11**	**55%**	**9**	**45%**	**0**	**0%**	**0**	**0%**
• Marketing: marketing principles, marketing mix and consumer behavior	5	25%	13	65%	2	10%	0	0%
• Management: management functions and human resources	13	65%	7	35%	0	0%	0	0%

Table 4 Specification Judgments — Business Education (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
VIII. Professional Business Education	**4**	**20%**	**12**	**60%**	**4**	**20%**	**0**	**0%**
• Professional Business Education Organizations ○ Student organizations and the role of the advisor ○ Teacher organizations and the importance of staying actively involved in the profession	3	15%	11	55%	6	30%	0	0%
• Career and Technical Education Legislation (e.g. Carl Perkins)	3	15%	4	20%	13	65%	0	0%
• School and Community Relationships ○ Advisory committees ○ Student recruitment ○ Involvement of business community	4	20%	10	50%	5	25%	1	5%
• Mission and Objectives of the Business Education Program	9	45%	7	35%	4	20%	0	0%
• Work-based Learning ○ School-based enterprises ○ Internships ○ Mentorship ○ Cooperative education ○ Job shadowing	9	45%	8	40%	3	15%	0	0%

TABLE 5 Final Evaluation — Business Education

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
I understood the purpose of this study.	19	95%	1	5%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	18	90%	2	10%	0	0%	0	0%
The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	17	85%	3	15%	0	0%	0	0%
The explanation of how the recommended cut score is computed was clear[2].	18	90%	1	5%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	18	90%	2	10%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	17	85%	3	15%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
The definition of the Just Qualified Candidate	20	100%	0	0%	0	0%
The between-round discussions	11	55%	9	45%	0	0%
The cut scores of other panel members	5	25%	12	60%	3	15%
My own professional experience	15	75%	5	25%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, how comfortable are you with the panel's recommended cut scores?	18	90%	2	10%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, the recommended cut score is:	2	10%	18	90%	0	0%

[2] One panelist did not judge this statement.

Appendix B
Multi-State Standard Setting Report - October 2009

Listening. Learning. Leading.

Multi-State Standard Setting Report

Praxis Business Education (0101)

October 2009

Conducted by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Business Education assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Business Education teachers.

Recommended Cut Scores

The standard setting studies involved two expert panels, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis Business Education, the average recommended cut score is **75** (on the raw score metric), which represents 62.5% of total available 120 raw score points (the recommended cut scores for Panels 1 and 2 are 74 and 76, respectively). The scaled score associated with a raw score of 75 on the Praxis Business Education assessment is 154.

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Business Education assessment content specifications were important for entry-level Business Education teachers. All the knowledge/skills statements comprising the content specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis Business Education assessment is important for beginning practice.

Introduction

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Business Education assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Business Education teachers. The standard setting studies involved two expert panels, comprised of teachers, administrators, and college faculty. Panelists were recommended by departments of education of states that (a) currently use the Praxis Business Education assessment or (b) are considering use of the revised Praxis Business Education assessment as part of their licensure process.

The design of the multi-state standard setting studies included two, non-overlapping panels to (a) allow each participating state to be represented and (b) replicate the judgment process to strengthen the technical quality of the recommended passing score. (See Appendix A for the common agenda used for both panels.) Across the two panels, 19 states were represented by 40 panelists (see Figure 1).

Figure 1. Participating States (and number of panelists) for Business Education Panels

Connecticut (2 panelists)	New Jersey (3 panelists)
Hawaii (1 panelist)	Nevada (2 panelists)
Idaho (1 panelist)	Ohio (2 panelists)
Indiana (1 panelist)	Pennsylvania (2 panelists)
Kentucky (3 panelists)	South Carolina (1 panelist)
Louisiana (3 panelists)	Tennessee (3 panelists)
Maryland (2 panelists)	Utah (3 panelists)
Missouri (2 panelists)	Wisconsin (2 panelists)
North Carolina (3 panelists)	Wyoming (1 panelist)
North Dakota (3 panelists)	

NOTE: Hawaii, Idaho, Indiana, South Carolina, and Wyoming were represented on only one of the two panels.

The training provided to panelists as well as the study materials were consistent across panels with the exception of defining the "just qualified candidate." To assure that both panels were using the same frame of reference when making question-level standard setting judgments, the "just qualified candidate" definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the "just qualified candidate" definition is presented in Appendix B.

The panels were convened in September 2009 in Princeton, New Jersey. The results for each panel and results combined across panels are summarized in the following report. The technical report containing the passing score recommendation for the Business Education assessment is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing score in accordance with applicable state regulations.

The first national administration of the revised Praxis Business Education assessment will occur in fall 2010. The current Praxis Business Education assessment will be phased out, with the last national administration in summer 2010.

Praxis Business Education Assessment

The Praxis Business Education *Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level Business Education teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of Business Education teachers and college faculty defined the content of the assessment, and a national survey of teachers and teacher educators confirmed the content.

The two hour assessment contains 120 multiple-choice questions and covers *Accounting and Finance* (18 questions); *Communication and Career Development* (18 questions); *Economics* (12 questions); *Entrepreneurship* (12 questions); *Information Technology* (18 questions); *Law and International Business* (18 questions); *Marketing and Management* (12 questions); and *Professional Business Education* (12 questions). Candidates' overall scores as well as eight category scores are reported. The maximum total number of raw-score points that may be earned is 120. The reporting scale for the Praxis Business Education assessment ranges from 100 to 200 scaled-score points.

Expert Panels

The standard setting studies for Praxis Business Education included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels is presented below. (See Appendix C for a listing of panelists for each panel.)

Panel 1 included 21 teachers, administrators, and college faculty who prepare Business Education teachers, representing 17 states. In brief, 13 panelists were teachers, three were administrators and five were college faculty. Fifteen panelists were White, four were African American, one was Asian American, and one was Alaskan Native/American Indian. Thirteen panelists were female. Nineteen panelists reported being certified

Business Education teachers in their states. Almost half of the panelists had 16 or more years of experience as a Business Education teacher, and approximately a quarter had 7 or fewer years of teaching experience.

Panel 2 included 19 teachers and college faculty, representing 16 states. In brief, 17 panelists were teachers and two were college faculty. Fifteen panelists were White, three were African American, and one was Hispanic. Thirteen panelists were female. Approximately half of the panelists had 7 or fewer years of experience as a Business Education teacher, and approximately 20 percent had 12 or more years of teaching experience.

A fuller demographic description for the members of the two panels is presented in Tables 1a and 1b in Appendix D.

Process and Method

The design of the Praxis Business Education assessment standard setting studies included two non-overlapping expert panels. As described below, the training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the "just qualified candidate") are highlighted.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the Praxis Business Education assessment (included in the Praxis Business Education *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Drs. Wanda Swiggett and Clyde Reese, ETS researchers in the Center for Validity Research. Dr. Swiggett, lead facilitator for the studies, then explained how the Praxis Business Education assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Praxis Business Education Assessment

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately an hour and a half to respond to the multiple-choice questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty. After "taking the test," the panelists checked their responses against the answer key for the questions.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering Business Education teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and/or skills believed necessary to be a qualified Business Education teacher. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. The groups began with a draft definition developed for a previous study; however, panelists were encouraged to revise the draft definition by adding, deleting or revising statements. Each group referred to Praxis Business Education *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that the multi-state standard setting study was designed to replicate processes and procedures across the two panels, it was important that both panels use the same JQC definition to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group discussed the behaviors they would expect of the JQC based on the definition and developed performance indicators or "can do" statements based on the definition. The performance indicators were shared across groups and discussed. The purpose of the exercise was to have the panelists internalize the definition.

Panelists' Judgments

The standard-setting process for the Praxis Business Education assessment is described next, followed by the results from the standard-setting studies. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for the Praxis Business Education. In this approach, for each multiple-choice question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for

the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first ten questions.

The panelists engaged in two rounds of judgments. Following Round 1, feedback was provided to the panel, including each panelist's (listed by ID number) recommended cut score and the panel's average recommended cut score, highest and lowest cut score, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Praxis Business Education Content Specifications

In addition to the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level Business Education teacher. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the eight knowledge categories and 32 knowledge/skills statements. (See Appendix E for the content specifications for the Praxis Business Education assessment.)

Results

Initial Evaluation Forms

The panelists completed an initial evaluation after receiving training on how to make question-level judgments. The primary information collected from this form was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across both panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments is presented in Appendix D. The numbers in each table reflect the recommended cut scores — the number of raw-score points needed to "pass" the test — of each panelist for the two rounds. The panels' average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the assessment. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for both panels. The Round 2 average score is the panel's recommended cut score (passing score).

The panels' cut score recommendations for the Praxis Business Education assessment are 73.15 for Panel 1 and 75.03 for Panel 2 (see Tables 2a and 2b). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 74 for Panel 1 and 76 for Panel 2. The values of 74 and 76 represent approximately 62% and 63%, respectively, of the total available 120 raw-score points that could be earned on the assessment. The scaled scores associated with 74 and 76 raw points are 152 and 155, respectively.[1]

Tables 3a and 3b present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut scores are provided. The standard errors provided are an estimate, given that the Praxis Business Education assessment has not yet been administered.

[1] For reference purposes, if the recommended raw cut score were 73 or 75 points, the scaled score would be 151 or 154, respectively.

In addition to the recommended cut scores for each panel, the average cut across the two panels is provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Business Education assessment. The panels' average cut score recommendation for the Praxis Business Education assessment is 74.09. The value was rounded to 75 (next highest raw score) to determine the functional recommended cut score. The value of 75 represents approximately 62.5% of the total available 120 raw-score points that could be earned on the assessment. The scaled score associated with 75 raw points is 154.[2] Table 3c presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Business Education assessment content specifications were important for entry-level Business Education teachers. Panelists rated the eight knowledge categories and 32 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 4 (in Appendix D).

All but one of the eight knowledge categories – *Professional Business Education* – was judged to be *Very Important* or *Important* by 90% or more of the panelists. The *Professional Business Education* category was judged as *Very Important* or *Important* by a majority of panelists (78%). The knowledge categories of *Accounting and Finance* (83% of panelists judged as *Very Important*) and *Information Technology* (78% of panelists judged as *Very Important*) were seen as most important for beginning Business Education teachers. The knowledge categories of *Professional Business Education* (23% of panelists judged as *Very Important*) and *Economics* (25% of panelists judged as *Very Important*) were seen as least important.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Tables 5a and 5b (in Appendix D) present the results of the final evaluations.

All panelists *agreed* or *strongly agreed* that they understood the purpose of the study, that the facilitators' instructions and explanations were clear, and that they were prepared to make their standard setting judgments. Across the two panels, more than two-thirds of the panels *strongly agreed* that the standard-setting process was easy to follow. The panelists reported that the definition of the JQC most influenced their standard-setting judgments. All the panelists except one (on Panel 2) reported that between-round discussions was at least *somewhat influential* in guiding their judgments and all panelists reported their own professional experience was

[2] For reference purposes, if the recommended raw cut score was 74 points, the scaled score would be 152.

at least *somewhat influential*. More than a quarter of the panelists (across the two panels) indicated that the cut scores of other panelists did not influence their judgments.

There were some minor differences between the two panels when asked to respond to their level of comfort with their panel's recommended passing score. Across both panels, only one panelist (on Panel 1) indicated that he/she was *somewhat uncomfortable* with the recommended cut score; all other panelists indicated they were *very* or *somewhat comfortable* with their recommendation. However, seven panelists (or 33% of the panel) from Panel 1 reported being *somewhat comfortable* with their panel's recommended passing score compared to four panelists (or 21% of the panel) from Panel 2. For both panels, approximately 80% of the panelists indicated that the recommend cut score was *about right* and the remaining panelists indicating the cut score was *too low*.

Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Business Education assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Business Education teachers. The standard setting studies involved two expert panels, comprised of teachers, administrators, and college faculty.

Standard setting was conducted using a probability-based Angoff approach. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided. The average recommended cut score across the two panels is **75** (on the raw score metric), which represents 62.5% of total available 120 raw-score points (the recommended cut scores for Panels 1 and 2 are 74 and 76, respectively). The scaled score associated with a raw score of 75 on the Praxis Business Education assessment is 154.

Both panels confirmed that the knowledge and/or skills stated or implied in the Praxis Business Education assessment content specifications were important for entry-level teachers. The results of the evaluation surveys (initial and final) from each panel support the quality of the standard-setting implementation.

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APPENDIX A
Workshop Agenda

AGENDA

Praxis Business Education Assessment

Standard Setting Study

Day 1

9:00 – 9:15	**Welcome and Introduction**
9:15 – 9:45	**Overview of Standard Setting & Workshop Events**
9:45 – 9:55	**Overview of the Praxis Business Education Assessment**
9:55 – 10:00	**Break**
10:00 – 11:30	**"Take" the Praxis Business Education Assessment**
11:30 – 12:00	**Discuss the Praxis Business Education Assessment**
12:00 – 1:00	**Lunch**
1:00 – 2:55	**Define the Knowledge/Skills of a JQC**
2:55 – 3:00	**Break**
3:00 – 3:30	**Standard Setting Training**
3:30 – 5:00	**Round 1 Standard Setting Judgments for Questions 1-60**
5:00 – 5:15	**Collect Materials; End of Day 1**

AGENDA

Praxis Business Education Assessment

Standard Setting Study

Day 2

9:00 – 9:15	**Overview of Day 2**
9:15 – 9:30	**Review Standard Setting Process**
9:30 – 11:00	**Round 1 Standard Setting Judgments for Questions 61-120**
11:00 – 11:15	**Break**
11:15 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 1:00	**Lunch**
1:00 – 2:30	**Round 1 Feedback & Round 2 Judgments (continued)**
2:30 – 2:45	**Break**
2:45 – 3:15	**Specification Judgments**
3:15 – 3:30	**Feedback on Round 2 Recommended Cut Score**
3:30 – 3:45	**Complete Final Evaluation**
3:45 – 4:00	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definition

Definition of the Just Qualified Candidate – Business Education

The Just Qualified Candidate has…

1. Competence in basic business mathematical calculations
2. Competence in verbal (oral and written), non-verbal, visual, and electronic communication
3. Knowledge of appropriate student and professional organizations
4. A basic understanding of the accounting cycle and principles
5. An understanding of real-world application of economic principles
6. An understanding of personal financial literacy
7. An understanding of business ownership and entrepreneurship
8. An understanding of the functions of management, including human relations
9. A working knowledge of computer and emerging technologies
10. An understanding of ethics and legal issues affecting business practices
11. An understanding of the role and impact of global business
12. An understanding of work-based learning and career development
13. An understanding of basic marketing principles

APPENDIX C
Panelists' Names & Affiliations

Business Education Panel 1

Panelist	**Affiliation**
Shay W. Bonnell	Peru High School (IN)
Lloyd Brooks	University of Memphis (TN)
Donna L. Cellante	Robert Morris University (PA)
Alan Douglas	Rockhurst University (MO)
Pamela Flynn	Broome High School (SC)
Keri L. Fonder	Dakota Memorial School (ND)
Brian M. Fuschetto	Lyndhurst High School (NJ)
Holly Handy	Davis School District (UT)
Kimberly M. Jackson	Montgomery County Public Schools (MD)
Thomas K. Y. Kam	Hawaii Pacific University (HI)
Christine Kerollis	Rancocas Valley Regional High School (NJ)
Brenda P. Line	Hart County High School (KY)
Emily McLendon	Warren Easton Charter High School (LA)
Kimberly F. Moody	Clarks County School District (NV)
Lynne Palleria-Greatorex	Wilby High School (CT)
Jeffrey P. Rerick	Grafton Public Schools #3 (ND)
Elizabeth Roberson	Whiteville City Schools (NC)
John Stalcup	Stebbins High School (OH)
Debbie Stanislawski	University of Wisconsin – Stout (WI)
Johnny R. Stribling	Butler Traditional High School (KY)

*One panelist did not wish to be listed in the technical report.

Business Education Panel 2

Panelist	Affiliation
Robert H. Anderson	Fordville Lankin Public School (ND)
Susan Baldwin	Coffee County Central High School (TN)
Rebecca Brady	Walker Valley High School (TN)
Stacy Byrne	East Career and Technical Academy (NV)
Ben Cueto	Hoboken Board of Education (NJ)
Carolyn E. Cusick	Upper St. Clair School District (PA)
Michelle Dahlberg	Buffalo High School (WY)
Tanya R. Gabrielson	Centennial High School (ID)
Margaret R. Goodwin	Hopewell High School (NC)
Sally Hackman	Central Methodist University (MO)
Justin L. Johnson	Washington Local Schools (OH)
Gregory J. Lippe	Whitefish Bay School District (WI)
Kimberly Mayea	Berwick High School (LA)
Shafarro G. Moore	Waggener Traditional High School (KY)
Christine A. Naquin	Berwick High School (LA)
Ruth E. Page	Davie County High School (NC)
Stephanie Paris-Cooper	New Haven Board of Education (CT)
Jessica Schneider	North East High School (MD)
Alden A. Talbot	Weber State University (UT)

APPENDIX D
Results for Praxis Business Education

Table 1a Panel Member Demographics — Business Education (Panel 1)

	N	Percent
Group you are representing		
Teachers	13	62%
Administrator/Department Head	3	14%
College Faculty	5	24%
Other	0	0%
Race		
African American or Black	4	19%
Alaskan Native or American Indian	1	5%
Asian or Asian American	1	5%
Native Hawaiian or Other Pacific Islander	0	0%
White	15	71%
Hispanic	0	0%
Gender		
Female	13	62%
Male	8	38%
Are you certified as a Business Education teacher in your state?		
No	2	10%
Yes	19	90%
Are you currently teaching Business Education in your state?		
No	5	24%
Yes	16	76%
Are you currently mentoring another Business Education teacher?		
No	11	52%
Yes	10	48%
How many years of experience do you have as a Business Education teacher?		
3 years or less	2	10%
4 - 7 years	3	14%
8 - 11 years	4	19%
12 - 15 years	3	14%
16 years or more	9	43%
For which education level are you currently teaching Business Education?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	1	5%
High School (9 - 12 or 10 - 12)	13	62%
All Grades (K - 12)	1	5%
Higher Education	5	24%
Other	1	5%
School Setting		
Urban	6	29%
Suburban	11	52%
Rural	4	19%

Table 1b Panel Member Demographics — Business Education (Panel 2)

	N	Percent
Group you are representing		
Teachers	17	89%
Administrator/Department Head	0	0%
College Faculty	2	11%
Other	0	0%
Race		
African American or Black	3	16%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	15	79%
Hispanic	1	5%
Gender		
Female	13	68%
Male	6	32%
Are you certified as a Business Education teacher in your state?		
No	0	0%
Yes	19	100%
Are you currently teaching Business Education in your state?		
No	1	5%
Yes	18	95%
Are you currently mentoring another Business Education teacher?		
No	15	79%
Yes	4	21%
How many years of experience do you have as a Business Education teacher?		
3 years or less	1	5%
4 - 7 years	9	47%
8 - 11 years	5	26%
12 - 15 years	1	5%
16 years or more	3	16%
For which education level are you currently teaching Business Education?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	1	5%
High School (9 - 12 or 10 - 12)	15	79%
All Grades (K - 12)	1	5%
Higher Education	2	11%
Other	0	0%
School Setting		
Urban	6	32%
Suburban	5	26%
Rural	8	42%

Table 2a Cut score Summary by Round of Judgments — Business Education (Panel 1)

Panelist	Round 1	Round 2
1	71.50	81.20
2	79.10	78.80
3	81.20	78.15
4	80.60	77.95
5	71.00	69.20
6	74.30	71.40
7	69.15	67.85
8	58.65	58.65
9	77.30	77.70
10	82.85	75.45
11	70.65	70.10
12	70.75	71.35
13	76.50	74.50
14	81.60	81.30
15	79.40	78.20
16	93.50	78.90
17	81.90	79.50
18	65.70	67.70
19	72.35	72.35
20	51.35	56.25
21	67.95	69.65
Average	**74.16**	**73.15**
Lowest	**51.35**	**56.25**
Highest	**93.50**	**81.30**
SD	**9.12**	**6.84**
SEJ	**1.99**	**1.49**

Table 2b Cut score Summary by Round of Judgments — Business Education (Panel 2)

Panelist	Round 1	Round 2
1	64.25	65.45
2	80.80	80.90
3	81.75	81.35
4	77.25	78.60
5	86.45	85.75
6	90.60	89.00
7	66.20	65.90
8	71.30	71.40
9	60.50	60.45
10	80.15	80.15
11	71.75	71.55
12	63.65	72.15
13	81.95	81.05
14	90.25	90.25
15	62.40	61.40
16	61.70	60.10
17	77.95	77.65
18	71.80	71.80
19	80.70	80.70
Average	**74.81**	**75.03**
Lowest	**60.50**	**60.10**
Highest	**90.60**	**90.25**
SD	**9.74**	**9.34**
SEJ	**2.24**	**2.14**

Table 3a Cut scores ± 1 and 2 SEMs of the Recommended Cut score — Business Education (Panel 1)

Recommended Cut score (SEM)		Scale Score Equivalent
74 (5.35)		152
- 2 SEMs	64	140
-1 SEM	69	146
+1 SEM	80	160
+ 2 SEMs	85	165

Table 3b Cut scores ±1 and 2 SEMs of the Recommended Cut score — Business Education (Panel 2)

Recommended Cut score (SEM)		Scale Score Equivalent
76 (5.30)		155
- 2 SEMs	66	143
-1 SEM	71	149
+1 SEM	82	162
+ 2 SEMs	87	168

Table 3c Cut scores ± 1 and 2 SEMs of the Recommended Cut score — Business Education (Combined))

Recommended Cut score (SEM)		Scale Score Equivalent
75 (5.33)		154
- 2 SEMs	65	142
-1 SEM	70	148
+1 SEM	81	161
+ 2 SEMs	86	167

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 4 Specification Judgments — Business Education (Combined Panels)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I. Accounting and Finance	**33**	**83%**	**7**	**18%**	**0**	**0%**	**0**	**0%**
• Accounting	20	50%	19	48%	1	3%	0	0%
• Personal & Business Finance	36	90%	4	10%	0	0%	0	0%
II. Communication & Career Development	**27**	**68%**	**12**	**30%**	**1**	**3%**	**0**	**0%**
• Foundations of Communication	14	35%	23	58%	2	5%	1	3%
• Written & Oral Communications	28	70%	11	28%	1	3%	0	0%
• Employment Communication	28	70%	10	25%	2	5%	0	0%
• Career Research	16	40%	23	58%	1	3%	0	0%
III. Economics	**10**	**25%**	**29**	**73%**	**1**	**3%**	**0**	**0%**
• Allocation of Resources	16	40%	20	50%	4	10%	0	0%
• Economic Systems	13	33%	23	58%	4	10%	0	0%
• Market Structures	8	20%	27	68%	5	13%	0	0%
• Role of Government	8	20%	29	73%	3	8%	0	0%
• Economic Indicators	13	33%	25	63%	2	5%	0	0%
IV. Entrepreneurship	**15**	**38%**	**23**	**58%**	**2**	**5%**	**0**	**0%**
• Characteristics	10	25%	28	70%	2	5%	0	0%
• Entrepreneurial opportunities	7	18%	27	68%	6	15%	0	0%
• Forms of ownership	29	73%	10	25%	1	3%	0	0%
• Business Plans	11	28%	23	58%	6	15%	0	0%
V. Information Technology	**31**	**78%**	**9**	**23%**	**0**	**0%**	**0**	**0%**
• Operations and concepts	29	73%	10	25%	1	3%	0	0%
• Human factors	9	23%	21	53%	10	25%	0	0%
• Technology Tools	34	85%	6	15%	0	0%	0	0%
VI. Law and International Business	**13**	**33%**	**23**	**58%**	**4**	**10%**	**0**	**0%**
• Foundations of International Business	8	20%	23	58%	9	23%	0	0%
• International Business Environment	9	23%	21	53%	10	25%	0	0%
• Trade Relations	8	20%	21	53%	11	28%	0	0%
• Contract law	18	45%	15	38%	7	18%	0	0%
• Consumer law	22	55%	15	38%	3	8%	0	0%
• Computer law	21	53%	15	38%	4	10%	0	0%
• United States court system	10	25%	19	48%	11	28%	0	0%
VII. Marketing and Management	**13**	**33%**	**26**	**65%**	**1**	**3%**	**0**	**0%**
• Marketing	13	33%	25	63%	2	5%	0	0%
• Management	14	35%	25	63%	1	3%	0	0%
VIII. Professional Business Education	**9**	**23%**	**22**	**55%**	**9**	**23%**	**0**	**0%**
• Prof. Business Education Organizations	7	18%	23	58%	10	25%	0	0%
• Career & Technical Education Legislation	5	13%	23	58%	12	30%	0	0%
• School & Community Relationships	11	28%	18	45%	11	28%	0	0%
• Mission & Objectives of the Business Education	17	43%	15	38%	8	20%	0	0%
• Work-based Learning	14	35%	16	40%	10	25%	0	0%

Table 5a Final Evaluation — Business Education (Panel 1)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	20	95%	1	5%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	19	90%	2	10%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	19	90%	2	10%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	12	57%	8	38%	1	5%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	18	86%	3	14%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	15	71%	6	29%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	17	81%	4	19%	0	0%
The between-round discussions	13	62%	8	38%	0	0%
The cut scores of other panel members	4	19%	12	57%	5	24%
My own professional experience	16	76%	5	24%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut scores?	13	62%	7	33%	1	5%	0	0%

	Too Low		About Right		Too High	
	N	%	N	%	N	%
Overall, the panel's recommended cut score for the Business Education test is:	4	19%	17	81%	0	0%

Table 5b Final Evaluation — Business Education (Panel 2)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	15	79%	4	21%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	16	84%	3	16%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	18	95%	1	5%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	68%	5	26%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	16	84%	3	16%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	16	84%	3	16%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	17	89%	2	11%	0	0%
The between-round discussions	9	47%	9	47%	1	5%
The cut scores of other panel members	3	16%	10	53%	6	32%
My own professional experience	10	53%	9	47%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut scores?	15	79%	4	21%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	%	N	%	N	%
Overall, the panel's recommended cut score for the Business Education test is:	3	16%	16	84%	0	0%

APPENDIX E
Praxis Business Education Content Specifications

I. Accounting and Finance

- Accounting: the accounting cycle, the accounting process and the interpretation and use of financial statements
- Personal and Business Finance: savings and investments, managing: credit, finances, and risks; financial institutions

II. Communication and Career Development

- Foundations of Communication: barriers, techniques, and skills
- Written and Oral Communications: letters, memos, email, presentations, reports
- Employment Communication: resumes, applications, interview techniques and tools
- Career Research: evaluating occupational interests and using career research tools and resources

III. Economics

- Allocation of Resources: supply and demand, opportunity cost, scarcity, factors of production, etc.
- Economic Systems: free enterprise, market vs. command economies, mixed economies
- Market Structures: monopolies, oligopolies, competition, the effect of the structures on pricing and the quality of goods and services
- Role of Government: fiscal policies, taxation; monetary policies, banking regulations
- Economic Indicators: growth, productivity, employment, the business cycle

IV. Entrepreneurship

- Characteristics
- Entrepreneurial opportunities
- Forms of ownership: sole proprietorship, partnership, corporation
- Business Plans: components and rationale

V. Information Technology

- Operations and concepts: hardware, software, networking, operating environments, file management, security
- Human factors: ergonomics, workflow, physical design/layout
- Technology Tools:
    - Communication (e.g., telecommunications, Internet, netiquette)
    - Research (e.g., Internet usage, search strategies, databases)
    - Problem-solving and decision-making using applications (e.g., word processing, multimedia, spreadsheet, database, desktop publishing, web design, programming, collaborative software)

VI. Law and International Business

- Foundations of International Business: role and impact
- International Business Environment: social, cultural, political, legal, and economic factors; and the impact of a country's infrastructure
- Trade Relations: imports and exports; trade barriers, trade agreements and balance of trade
- Contract law
- Consumer law
- Computer law: copyright, intellectual property, privacy/security
- United States court system

VII. Marketing and Management

- Marketing: marketing principles, marketing mix and consumer behavior
- Management: management functions and human resources

VIII. Professional Business Education

- Professional Business Education Organizations
    - Student organizations and the role of the advisor
    - Teacher organizations and the importance of staying actively involved in the profession
- Career and Technical Education Legislation (e.g. Carl Perkins)
- School and Community Relationships
    - Advisory committees
    - Student recruitment
    - Involvement of business community
- Mission and Objectives of the Business Education Program
- Work-based Learning
    - School-based enterprises
    - Internships
    - Mentorship
    - Cooperative education
    - Job shawdowing

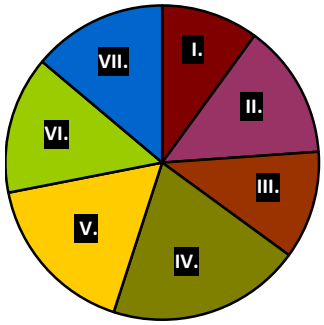
Appendix C

Test at a Glance – Praxis Business Education

Listening. Learning. Leading.®

Business Education: Content Knowledge (0101)

Test at a Glance	
Test Name	**Business Education: Content Knowledge**
Test Code	**0101**
Time	**2 hours**
Number of Questions	**120**
Format	**Multiple-choice questions**



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Accounting and Finance	18	15%
II. Communication and Career Development	18	15%
III. Economics	12	10%
IV. Entrepreneurship	12	10%
V. Information Technology	18	15%
VI. Law and International Business	18	15%
VII. Marketing and Management	12	10%
VIII. Professional Business Education	12	10%

About This Test

The Business Education test is intended primarily for persons planning to teach in business education programs. The test concentrates on the core of knowledge and cognitive skills common to all business teachers, including content that contributes to general business and economic literacy. Also included are questions about professional information related to business education in general and questions about areas of specialization within business education. An examinee planning to take this test should be prepared to encounter ethical and technological concepts as well as emerging trends and issues. Because of the variations among business education programs, some questions may refer to areas that may not have been studied. Therefore, no one is expected to answer all of the questions on the test correctly. In addition, this test may contain some questions that do not count toward your score.

In general, the topics concern areas broadly defined as business and economic literacy; professional business education, including knowledge, comprehension, and application of pedagogical techniques; and business specialization, including specific background and application knowledge considered essential for a business education teacher. The examination is typically taken by examinees that have completed a bachelor's degree program in education with appropriate coursework in business education. The examinee will be allowed to use a calculator during the examination; however, calculators with QWERTY keyboards will not be allowed.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Accounting and Finance

- Accounting: the accounting cycle, the accounting process and the interpretation and use of financial statements
- Personal and Business Finance: savings and investments, managing: credit, finances, and risks; financial institutions

II. Communication and Career Development

- Foundations of Communication: barriers, techniques, and skills.
- Written and Oral Communications: letters, memos, email, presentations, reports.
- Employment Communication: resumes, applications, interview techniques and tools,
- Career Research: evaluating occupational interests and using career research tools and resources.

III. Economics

- Allocation of Resources: supply and demand, opportunity cost, scarcity, factors of production, etc.
- Economic Systems: free enterprise, market vs. command economies, mixed economies.
- Market Structures: monopolies, oligopolies, competition, the effect of the structures on pricing and the quality of goods and services.
- Role of Government: fiscal policies, taxation; monetary policies, banking regulations.
- Economic Indicators: growth, productivity, employment, the business cycle

IV. Entrepreneurship

- Characteristics
- Entrepreneurial opportunities
- Forms of ownership: sole proprietorship, partnership, corporation
- Business Plans: components and rationale

V. Information Technology

- Operations and concepts: hardware, software, networking, operating environments, file management, security.
- Human factors: ergonomics, workflow, physical design/layout.
- Technology Tools:
  - communication (e.g., telecommunications, Internet, netiquette)
  - Research (e.g., Internet usage, search strategies, databases)
  - Problem-solving and decision-making using applications (e.g., word processing, multimedia, spreadsheet, database, desktop publishing, web design, programming, collaborative software)

VI. Law and International Business

- Foundations of International Business: role and impact
- International Business Environment: social, cultural, political, legal, and economic factors; and the impact of a country's infrastructure
- Trade Relations: imports and exports; trade barriers, trade agreements and balance of trade
- Contract law
- Consumer law
- Computer law: copyright, intellectual property, privacy/security.
- United States court system

VII. Marketing and Management

- Marketing: marketing principles, marketing mix and consumer behavior
- Management: management functions and human resources

VIII. Professional Business Education

- Professional Business Education Organizations
  - Student organizations and the role of the advisor
  - Teacher organizations and the importance of staying actively involved in the profession
- Career and Technical Education Legislation (e.g. Carl Perkins)
- School and Community Relationships
  - Advisory committees
  - Student recruitment
  - Involvement of business community
- Mission and Objectives of the Business Education Program
- Work-based Learning
  - School-based enterprises
  - Internships
  - Mentorship
  - Cooperative education
  - Job shadowing

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following actions by the Federal Reserve System would be most likely to increase consumer spending?

   (A) Increasing the discount rate to member banks
   (B) Decreasing the discount rate to member banks
   (C) Selling large amounts of government securities
   (D) Keeping reserve requirements of member banks constant

2. The total retail market value of all the goods and services produced in a nation, usually stated in annual terms, is the

   (A) ratio of profit to sales
   (B) current ratio
   (C) gross domestic product
   (D) trade surplus

3. An important source of information on the credit rating of retail businesses is

   (A) the Retail Merchants Association
   (B) the Chamber of Commerce
   (C) Dun and Bradstreet, Inc.
   (D) the National Retail Credit Association

4. Which of the following is the regulator for all securities firms operating in the United States?

   (A) Federal Trade Commission
   (B) Federal Deposit Insurance Corporation
   (C) Federal Reserve Board
   (D) Financial Industry Regulatory Authority

5. An accounts payable entry appears in the

   (A) asset section of the balance sheet
   (B) liability section of the balance sheet
   (C) cost of goods sold section of the income statement
   (D) operating expense section of the income statement

Answers

1. The best answer is B. A reduction in the discount rate, the rate charged commercial banks to borrow money from the Federal Reserve, encourages banks to lend money, promoting consumer spending.

2. Choice C is the correct answer. Gross domestic product can be defined as the total market value of all final goods and services produced by factors of production located within a country, regardless of who owns them.

3. The correct answer is C. One of the primary services of Dun and Bradstreet, Inc., is to provide credit information on businesses. Choices A, B, and D are organizations made up of member firms with common interests.

4. The correct answer is D. The Financial Industry Regulatory Authority is the regulator for all securities firms operating in the United States.

5. Accounts payable show the amount owed to a creditor for goods or services bought on credit. Choice B is the correct answer.

Board of Education Agenda Item

Item: T. **Date:** April 22, 2010

Topic: Final Review of a Request for Approval of a Request from Fairfax County Public Schools for a Waiver of One Day for a Declared State of Emergency

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications
Mr. Kevin North, Assistant Superintendent, Fairfax County Public Schools

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 March 18, 2010 – Request accepted for first review
action _____

Background Information: Section 22.1-98 of the *Code of Virginia* requires local school boards to set a school term of at least 180 teaching days or 990 teaching hours in any school year. If the school term is for fewer than 180 teaching days or 990 teaching hours, the school division would be subject to the loss of a proportional amount of Basic Aid. However, if the school division is closed because of severe weather conditions or other emergencies, it would not be subject to the loss of Basic Aid if it makes up the days in accordance with the provisions of the *Code*, and makes up the first five days, and one of every two days missed after the first five days. Furthermore, if there is a declared state of emergency by the Governor or another official that requires the closure of schools, the Board of Education may grant a waiver to the school division.

> § 22.1-98. Reduction of state aid when length of school term below 180 days or 990 hours.
>
> A. For the purposes of this section:

1. "Declared state of emergency" means the declaration of an emergency before or after an event, by the Governor or by officials in a locality, that requires the closure of any or all schools within a school division.

2. "Severe weather conditions or other emergency situations" means those circumstances presenting a threat to the health or safety of students that result from severe weather conditions or other emergencies, including, but not limited to, natural and man-made disasters, energy shortages or power failures.

B. Except as provided in this section:

1. The length of every school's term in every school division shall be at least 180 teaching days or 990 teaching hours in any school year; and

2. If the length of the term of any school or the schools in a school division shall be less than 180 teaching days or 990 teaching hours in any school year, the amount paid by the Commonwealth from the Basic School Aid Fund shall, except as otherwise hereinafter provided or as otherwise provided by law, be reduced in the same proportion as the length of the school term has been reduced in any school or the schools in the school division from 180 teaching days or 990 teaching hours.

C. Notwithstanding the requirements of subsection B, in any case in which severe weather conditions or other emergency situations, as defined in this section, result in the closing of a school or the schools in a school division, the amount paid by the Commonwealth from the Basic School Aid Fund shall not be reduced if the following schedule of make-up days is followed:

1. When severe weather conditions or other emergency situations have resulted in the closing of a school or the schools in a school division for five or fewer days, the school or the schools in the school division shall make up all missed days by adding teaching days to the school calendar or extending the length of the school day;

2. When severe weather conditions or other emergency situations have resulted in the closing of a school or the schools in a school division for six days or more, the school or the schools in the school division shall make up the first five days plus one day for each two days missed in excess of the first five by adding teaching days to the school calendar or extending the length of the school day; or

3. When severe weather conditions or other emergency situations have resulted in the closing of any school in a school division and such school has been unable to meet the 180 teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.

…

E. The foregoing provisions of this section notwithstanding, the Board of Education may waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency. If the local school board desires a waiver, it shall submit a request to the Board of Education. The request shall include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the division superintendent and chairman of the local school board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver of this requirement. If the waiver is denied, the school division shall make up the missed instructional time in accordance with this section.

If the Board grants such a waiver, there shall be no proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund….

The Board's *Regulations Governing Reduction of State Aid when Length of School Term Below 180 Teaching Days or 990 Teaching Hours* (8 VAC 20-521-10 et seq.) mirror the provisions in the *Code.*

Summary of Major Elements: Fairfax County Public Schools have missed ten days of school because of severe weather conditions and heavy snows this winter. The school calendar originally included 183 instructional days. Three of those days can be counted toward meeting the requirement of making up days that are missed because of weather conditions. Three additional make-up days are scheduled: April 12, originally planned to be a teacher workday, and June 23 and 24, which would be added to the end of the school year.

Therefore, Fairfax County Public Schools plans to make up the first five days that were missed because of weather conditions, and one day to make up the sixth and seventh days that were missed. It is requesting a waiver of one day to make up the eighth and ninth days that were missed. Fairfax County Public Schools are eligible for consideration of a waiver because both Governor Kaine and Governor McDonnell issued declarations of a state of emergency because of the heavy snows in December, January, and February.

The school board considered making up the missed days by scheduling school on Saturdays, on Memorial Day, and during spring break, but the feedback from the community was to extend the school year and request a waiver from the Board.

A copy of the waiver request submitted by the Fairfax County School Board is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve Fairfax County Public Schools' request for waiver of one of the required make-up days, due to a declared state of emergency because of this winter's heavy snows.

Impact on Resources: The impact on resources is expected to be minimal.

Timetable for Further Review/Action: Upon approval by the Board of Education, Department of Education staff will notify the Superintendent of Fairfax County Public Schools that its waiver request was granted.

FAIRFAX COUNTY
PUBLIC SCHOOLS

Jack D. Dale, Superintendent
8115 Gatehouse Road
Falls Church, Virginia 22042

March 10, 2010

Mrs. Eleanor B. Saslaw, President
Virginia Department of Education
Board of Education
PO Box 2120
Richmond, VA 23218

Dear Mrs. Saslaw:

Fairfax County Public Schools (FCPS) is seeking a waiver from the Board of Education for one makeup day and any additional days missed for the remainder of the 2009-2010 school year. As reflected in Governor McDonnell's declaration of a state of emergency, the recent unprecedented snow storms have created major problems for local school systems. In Fairfax, 10 days of school were missed due to weather. To address this, the Fairfax County School Board has approved the following:

- Scheduled a makeup day on February 15 (President's Day). Due to additional snow, we were unable to use this makeup day.
- Scheduled a makeup day on April 12, the only remaining teacher workday.
- Added three makeup days to the end of the school year—June 23, 24, and 25
- Directed the Superintendent to request a waiver of one of the required makeup days and any additional days missed for the remainder of the year.

Similar changes will also apply to the seven modified calendar schools. See attachment 1 for the School Board agenda item, and attachment 2 for the detailed 2009-2010 school calendars.

Other proposals that were considered included using Saturday school, Memorial Day, and Spring Break as possible makeup days, and adding time to the school day. After receiving a great amount of feedback from our community, the results were overwhelmingly in favor of adding days to the end of the school year. The feedback also indicated strong community support to request a waiver for the days extended at the end of the year. The cyclical nature of the school calendar and our inability to start school before Labor Day result in school ending very late in June this year. This was a major factor in community concern regarding extending the school year.

In summary, based on the concerns of acceptable makeup solutions in our community, every reasonable effort for making up lost teaching days and instructional time for students has been exhausted, and a waiver of one makeup day and any additional days missed for the remainder of the year is respectfully requested. Granting this one-day waiver will allow FCPS to adhere to the makeup days published in the school calendar and will help ease community concerns about further extending the school year. Your consideration of this request is very much appreciated as we strive to achieve a solution to problems created by this unprecedented weather.

Sincerely,

Jack D. Dale
Superintendent of Schools

Kathy L. Smith
School Board Chairman

JDD/KLS/bl
Attachments

cc: Fairfax County School Board Members

Agenda Item

5.01 Snow Makeup Days - 1) Re-affirm the approved 2009-2010 school calendars; 2) designate June 25, 2010, as the last day of school for standard calendar schools, with subsequent makeup days, if needed, on June 28, June 29, and June 30; and 3) designate April 13, 2010, as a makeup day for modified calendar schools, with subsequent makeup days, if needed, on April 12, April 9, and April 8. Direct the Superintendent to request a waiver for three of the required makeup days and any additional days missed for the remainder of the year. (HR; presented as new business 2/17/10)

Meeting: 03/04/2010 Regular Meeting No. 15
Category: 5. Action Items - 9:15 p.m.
Agenda Type: Action

Agenda Item Content

5.01 Snow Makeup Days.mp3

Staff Contact: Kevin L. North, assistant superintendent, Department of Human Resources

Meeting Category: March 4, 2010 - Regular Meeting No. 15

Subject: Snow Makeup Days

School Board Action Required: Decision

Related To: Legal Requirement

Key Points:

On February 17, 2010, three snow makeup day options were presented to the School Board:

Option 1: Add 30 minutes to each school day for the period of March 8, 2010, through June 21, 2010, and make April 12, 2010, a student day;

Option 2: Add 45 minutes to each school day for the period of March 8, 2010, through June 21, 2010, and make April 12, 2010, a student day;

Option 3: Follow the School Board-approved 2009-2010 calendars, with April 12, 2010, a student day (April 16, 2010, for modified calendar schools) as the first makeup day, and add the remaining three makeup days to the end of the year on June 23, 24, and 25.

After obtaining extensive community and staff feedback, the recommendation

is to follow the current School Board approved 2009-2010 calendar (Option 3) with the addition of June 25 as the last day of school for standard calendar schools and June 21 for modified calendar schools. The chart below illustrates the revised makeup schedule under the current calendar provisions. If additional makeup days are required, they will be added to the end of the school year and would begin on June 28 for standard calendar schools, and will be added to the intersession days for modified calendar schools. Since February 15 could not be used as a makeup day due to inclement weather, the first makeup day will be April 12 for standard calendars, and all makeup days have been shifted accordingly.

In addition, the Superintendent is recommending seeking a waiver from the Virginia Department of Education for three makeup days and any other future days that would be missed.

STANDARD CALENDAR Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 12**
5	~~April 12~~ **June 23**
6	No makeup required
7	~~June 23~~ **June 24**
8	No makeup required
9	~~June 24~~ **June 25** (extended last day of school)
10	No makeup required
11	**June 28**
12	No makeup required
13	**June 29**
14	No makeup required
15	**June 30**

MODIFIED CALENDAR Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 16***
5	~~April 16~~ **April 15***
6	No makeup required
7	~~April 15~~ **April 14***
8	No makeup required
9	~~April 14~~ **April 13***
10	No makeup required
11	**April 12***
12	No makeup required
13	**April 9***
14	No makeup required
15	**April 8***

*Intersession day
June 21 last day of school

Recommendations (two separate motions):

That the School Board 1) re-affirm the approved 2009-2010 school calendars; 2) designate June 25, 2010, as the last day of school for standard calendar

schools, with subsequent makeup days, if needed, on June 28, June 29, and June 30; and 3) designate April 13, 2010, as a makeup day for modified calendar schools, with subsequent makeup days, if needed, on April 12, April 9, and April 8.

That the School Board direct the Superintendent to request a waiver for three of the required makeup days and any additional days missed for the remainder of the year.

Board Member Proposed Amendment:

Strike the word "three" and insert the word "one." (**Gibson**)

Option:

Direct the Superintendent to request a waiver for one of the required makeup days and any additional days missed for the remainder of the year.

Additional Administrative Content

Action Agenda Details
Motion:
Motion: 1) Re-affirm the approved 2009-2010 school calendars; 2) designate June 25, 2010, as the last day of school for standard calendar schools, with subsequent makeup days, if needed, on June 28, June 29, and June 30; and 3) designate April 13, 2010, as a makeup day for modified calendar schools, with subsequent makeup days, if needed, on April 12, April 9, and April 8.

Moved by Mrs. Wilson, seconded by Mrs. Bradsher. Vote: passed 11-0-1 with Ms. Bradsher, Mr. Center, Mr. Gibson, Ms. Hone, Mr. Moon, Dr. Raney, Mrs. Reed, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye" and Ms. Evans abstaining.

Motion: Direct the Superintendent to request a waiver for one of the required makeup days and any additional days missed for the remainder of the year.

Moved by Mr. Gibson, seconded by Mr. Center. Vote: passed 11-1 with Ms. Bradsher, Mr. Center, Ms. Evans, Mr. Gibson, Ms. Hone, Mr. Moon, Mrs. Reed, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye" and Dr. Raney voting "nay."

Motion By:	**Second:**
Judith (Tessie) Wilson Vice Chairman	Elizabeth T Bradsher
Action:	Pass

Standard Calendar for School Year 2009-10
Fairfax County Public Schools

July 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2009

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 NT	25 NT	26 NT	27 NT	28 NT	29
30	31 TW					

September 2009

S	M	T	W	T	F	S
		1 SD	2 SD	3 SD	4 TW	5
6	7 H	8 F	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day; 8 First Day of School

October 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 Q	31

12 Columbus Day

November 2009

S	M	T	W	T	F	S
1	2 TW	3 TW	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 2E	26 H	27 H	28
29	30					

26-27 Thanksgiving Break

December 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 2E	24 H	25 H	26
27	28 H	29 H	30 H	31 H		

24-25, 28-31 Winter Break

January 2010

S	M	T	W	T	F	S
					1 H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 H	19	20	21	22	23
24	25	26	27	28 Q	29 TW	30
31						

1 Winter Break; 18 MLK Jr. Day

February 2010

S	M	T	W	T	F	S
	1 SD	2	3	4	5	6
7	8	9	10	11	12	13
14	15 H	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day

March 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 H	30 H	31 H			

29-31 Spring Break

April 2010

S	M	T	W	T	F	S
				1 H	2 H	3
4	5	6	7	8	9 Q	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break

May 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 2E	29
30	31 H					

31 Memorial Day

June 2010

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 G	18	19
20	21	22	23	24	25 LE	26
27	28	29	30			

25 Last Day of School

Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 12**
5	~~April 12~~ **June 23**
6	No makeup required
7	~~June 23~~ **June 24**
8	No makeup required
9	~~June 24~~ **June 25** (extended last day of school)
10	No makeup required
11	**June 28**
12	No makeup required
13	**June 29**
14	No makeup required
15	**June 30**

Standard Calendar 2009-10	
Yellow = Student school days	
F	First day of school
Q	End of the quarter
2E	2 hour early student release
G	Graduation on or after this date (180)
LE	Last day for regular classes + early release (183)
NT	New teacher training
TW	Workday for teachers/ Student Holiday
SD	Staff development day/ Student Holiday
H	Student Holiday

NOTE: Date for the last day of school may be earlier or later depending on unanticipated events.

Last Update: 03/08/10

Fairfax County Public Schools
Modified Elementary Calendar for School Year 2009-10

July 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22 NT	23 NT	24 NT	25
26	27 TW	28 SD	29 SD	30 SD	31 TW	

August 2009

S	M	T	W	T	F	S
						1
2	3 F	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 First Day of School

September 2009

S	M	T	W	T	F	S
		1	2 SD	3	4	5
6	7 H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day

October 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7 Q	8 TW	9 TW	10
11	12 H	13 I	14 I	15 I	16 I	17
18	19 I	20 I	21 I	22 I	23 I	24
25	26	27	28	29	30	31

12 Columbus Day

November 2009

S	M	T	W	T	F	S
1	2	3 TW	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 2E	26 H	27 H	28
29	30					

26-27 Thanksgiving Break

December 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 2EQ	24 H	25 H	26
27	28 H	29 H	30 H	31 H		

24-25, 28-31 Winter Break

January 2010

S	M	T	W	T	F	S
					1 H	2
3	4 I	5 I	6 I	7 I	8 I	9
10	11	12	13	14	15	16
17	18 H	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break; 18 MLK Jr. Day

February 2010

S	M	T	W	T	F	S
	1 SD	2	3	4	5	6
7	8	9	10	11	12	13
14	15 H	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day

March 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 Q	27
28	29 H	30 H	31 H			

29-31 Spring Break

April 2010

S	M	T	W	T	F	S
				1 H	2 H	3
4	5 I	6 I	7 I	8 I	9 I	10
11	12 I	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break

May 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 2E	29
30	31 H					

31 Memorial Day

June 2010

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 LE	22	23	24	25	26
27	28	29	30			

21 Last Day of School

Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 16**
5	~~April 16~~ **April 15**
6	No makeup required
7	~~April 15~~ **April 14**
8	No makeup required
9	~~April 14~~ **April 13**
10	No makeup required
11	**April 12**
12	No makeup required
13	**April 9**
14	No makeup required
15	**April 8**

Modified Elementary 2009-10	
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2E	2 hour early student release
LE	Last day for regular classes + early release (183)
NT	New teacher training
TW	Workday for teachers/ Student Holiday
SD	Staff development day/ Student Holiday
H	Holiday
I	Optional intersession

NOTE: Date for the last day of school may be earlier or later depending on unanticipated events.

Last Update: 03/08/10

FAIRFAX COUNTY
PUBLIC SCHOOLS

Jack D. Dale, Superintendent
8115 Gatehouse Road
Falls Church, Virginia 22042

March 10, 2010

Mrs. Eleanor B. Saslaw, President
Virginia Department of Education
Board of Education
PO Box 2120
Richmond, VA 23218

Dear Mrs. Saslaw:

Fairfax County Public Schools (FCPS) is seeking a waiver from the Board of Education for one makeup day and any additional days missed for the remainder of the 2009-2010 school year. As reflected in Governor McDonnell's declaration of a state of emergency, the recent unprecedented snow storms have created major problems for local school systems. In Fairfax, 10 days of school were missed due to weather. To address this, the Fairfax County School Board has approved the following:

- Scheduled a makeup day on February 15 (President's Day). Due to additional snow, we were unable to use this makeup day.
- Scheduled a makeup day on April 12, the only remaining teacher workday.
- Added three makeup days to the end of the school year—June 23, 24, and 25
- Directed the Superintendent to request a waiver of one of the required makeup days and any additional days missed for the remainder of the year.

Similar changes will also apply to the seven modified calendar schools. See attachment 1 for the School Board agenda item, and attachment 2 for the detailed 2009-2010 school calendars.

Other proposals that were considered included using Saturday school, Memorial Day, and Spring Break as possible makeup days, and adding time to the school day. After receiving a great amount of feedback from our community, the results were overwhelmingly in favor of adding days to the end of the school year. The feedback also indicated strong community support to request a waiver for the days extended at the end of the year. The cyclical nature of the school calendar and our inability to start school before Labor Day result in school ending very late in June this year. This was a major factor in community concern regarding extending the school year.

In summary, based on the concerns of acceptable makeup solutions in our community, every reasonable effort for making up lost teaching days and instructional time for students has been exhausted, and a waiver of one makeup day and any additional days missed for the remainder of the year is respectfully requested. Granting this one-day waiver will allow FCPS to adhere to the makeup days published in the school calendar and will help ease community concerns about further extending the school year. Your consideration of this request is very much appreciated as we strive to achieve a solution to problems created by this unprecedented weather.

Sincerely,

Jack D. Dale
Superintendent of Schools

Kathy L. Smith
School Board Chairman

JDD/KLS/bl
Attachments

cc: Fairfax County School Board Members

Agenda Item

5.01 Snow Makeup Days - 1) Re-affirm the approved 2009-2010 school calendars; 2) designate June 25, 2010, as the last day of school for standard calendar schools, with subsequent makeup days, if needed, on June 28, June 29, and June 30; and 3) designate April 13, 2010, as a makeup day for modified calendar schools, with subsequent makeup days, if needed, on April 12, April 9, and April 8. Direct the Superintendent to request a waiver for three of the required makeup days and any additional days missed for the remainder of the year. (HR; presented as new business 2/17/10)

Meeting: 03/04/2010 Regular Meeting No. 15
Category: 5. Action Items - 9:15 p.m.
Agenda Type: Action

Agenda Item Content

5.01 Snow Makeup Days.mp3

Staff Contact: Kevin L. North, assistant superintendent, Department of Human Resources

Meeting Category: March 4, 2010 - Regular Meeting No. 15

Subject: Snow Makeup Days

School Board Action Required: Decision

Related To: Legal Requirement

Key Points:

On February 17, 2010, three snow makeup day options were presented to the School Board:

Option 1: Add 30 minutes to each school day for the period of March 8, 2010, through June 21, 2010, and make April 12, 2010, a student day;

Option 2: Add 45 minutes to each school day for the period of March 8, 2010, through June 21, 2010, and make April 12, 2010, a student day;

Option 3: Follow the School Board-approved 2009-2010 calendars, with April 12, 2010, a student day (April 16, 2010, for modified calendar schools) as the first makeup day, and add the remaining three makeup days to the end of the year on June 23, 24, and 25.

After obtaining extensive community and staff feedback, the recommendation

is to follow the current School Board approved 2009-2010 calendar (Option 3) with the addition of June 25 as the last day of school for standard calendar schools and June 21 for modified calendar schools. The chart below illustrates the revised makeup schedule under the current calendar provisions. If additional makeup days are required, they will be added to the end of the school year and would begin on June 28 for standard calendar schools, and will be added to the intersession days for modified calendar schools. Since February 15 could not be used as a makeup day due to inclement weather, the first makeup day will be April 12 for standard calendars, and all makeup days have been shifted accordingly.

In addition, the Superintendent is recommending seeking a waiver from the Virginia Department of Education for three makeup days and any other future days that would be missed.

STANDARD CALENDAR Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 12**
5	~~April 12~~ **June 23**
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8	No makeup required
9	~~June 24~~ **June 25** (extended last day of school)
10	No makeup required
11	**June 28**
12	No makeup required
13	**June 29**
14	No makeup required
15	**June 30**

MODIFIED CALENDAR Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 16***
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8	No makeup required
9	~~April 14~~ **April 13***
10	No makeup required
11	**April 12***
12	No makeup required
13	**April 9***
14	No makeup required
15	**April 8***

*Intersession day
June 21 last day of school

Recommendations (two separate motions):

That the School Board 1) re-affirm the approved 2009-2010 school calendars; 2) designate June 25, 2010, as the last day of school for standard calendar

schools, with subsequent makeup days, if needed, on June 28, June 29, and June 30; and 3) designate April 13, 2010, as a makeup day for modified calendar schools, with subsequent makeup days, if needed, on April 12, April 9, and April 8.

That the School Board direct the Superintendent to request a waiver for three of the required makeup days and any additional days missed for the remainder of the year.

Board Member Proposed Amendment:

Strike the word "three" and insert the word "one." (**Gibson**)

Option:

Direct the Superintendent to request a waiver for one of the required makeup days and any additional days missed for the remainder of the year.

Additional Administrative Content

Action Agenda Details
Motion:
Motion: 1) Re-affirm the approved 2009-2010 school calendars; 2) designate June 25, 2010, as the last day of school for standard calendar schools, with subsequent makeup days, if needed, on June 28, June 29, and June 30; and 3) designate April 13, 2010, as a makeup day for modified calendar schools, with subsequent makeup days, if needed, on April 12, April 9, and April 8.

Moved by Mrs. Wilson, seconded by Mrs. Bradsher. Vote: passed 11-0-1 with Ms. Bradsher, Mr. Center, Mr. Gibson, Ms. Hone, Mr. Moon, Dr. Raney, Mrs. Reed, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye" and Ms. Evans abstaining.

Motion: Direct the Superintendent to request a waiver for one of the required makeup days and any additional days missed for the remainder of the year.

Moved by Mr. Gibson, seconded by Mr. Center. Vote: passed 11-1 with Ms. Bradsher, Mr. Center, Ms. Evans, Mr. Gibson, Ms. Hone, Mr. Moon, Mrs. Reed, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting "aye" and Dr. Raney voting "nay."

Motion By:	**Second:**
Judith (Tessie) Wilson Vice Chairman	Elizabeth T Bradsher
Action:	Pass

Standard Calendar for School Year 2009-10
Fairfax County Public Schools

July 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2009

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 NT	25 NT	26 NT	27 NT	28 NT	29
30	31 TW					

September 2009

S	M	T	W	T	F	S
		1 SD	2 SD	3 SD	4 TW	5
6	7 H	8 F	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day; 8 First Day of School

October 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 Q	31

12 Columbus Day

November 2009

S	M	T	W	T	F	S
1	2 TW	3 TW	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 2E	26 H	27 H	28
29	30					

26-27 Thanksgiving Break

December 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 2E	24 H	25 H	26
27	28 H	29 H	30 H	31 H		

24-25, 28-31 Winter Break

January 2010

S	M	T	W	T	F	S
					1 H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 H	19	20	21	22	23
24	25	26	27	28 Q	29 TW	30
31						

1 Winter Break; 18 MLK Jr. Day

February 2010

S	M	T	W	T	F	S
	1 SD	2	3	4	5	6
7	8	9	10	11	12	13
14	15 H	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day

March 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 H	30 H	31 H			

29-31 Spring Break

April 2010

S	M	T	W	T	F	S
				1 H	2 H	3
4	5	6	7	8	9 Q	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break

May 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 2E	29
30	31 H					

31 Memorial Day

June 2010

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 G	18	19
20	21	22	23	24	25 LE	26
27	28	29	30			

25 Last Day of School

Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 12**
5	~~April 12~~ **June 23**
6	No makeup required
7	~~June 23~~ **June 24**
8	No makeup required
9	~~June 24~~ **June 25** (extended last day of school)
10	No makeup required
11	**June 28**
12	No makeup required
13	**June 29**
14	No makeup required
15	**June 30**

Standard Calendar 2009-10	
Yellow = Student school days	
F	First day of school
Q	End of the quarter
2E	2 hour early student release
G	Graduation on or after this date (180)
LE	Last day for regular classes + early release (183)
NT	New teacher training
TW	Workday for teachers/ Student Holiday
SD	Staff development day/ Student Holiday
H	Student Holiday

NOTE: Date for the last day of school may be earlier or later depending on unanticipated events.

Last Update: 03/08/10

Fairfax County Public Schools
Modified Elementary Calendar for School Year 2009-10

July 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22 NT	23 NT	24 NT	25
26	27 TW	28 SD	29 SD	30 SD	31 TW	

August 2009

S	M	T	W	T	F	S
						1
2	3 F	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 First Day of School

September 2009

S	M	T	W	T	F	S
		1	2 SD	3	4	5
6	7 H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day

October 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7 Q	8 TW	9 TW	10
11	12 H	13 I	14 I	15 I	16 I	17
18	19 I	20 I	21 I	22 I	23 I	24
25	26	27	28	29	30	31

12 Columbus Day

November 2009

S	M	T	W	T	F	S
1	2	3 TW	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 2E	26 H	27 H	28
29	30					

26-27 Thanksgiving Break

December 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 2EQ	24 H	25 H	26
27	28 H	29 H	30 H	31 H		

24-25, 28-31 Winter Break

January 2010

S	M	T	W	T	F	S
					1 H	2
3	4 I	5 I	6 I	7 I	8 I	9
10	11	12	13	14	15	16
17	18 H	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break; 18 MLK Jr. Day

February 2010

S	M	T	W	T	F	S
	1 SD	2	3	4	5	6
7	8	9	10	11	12	13
14	15 H	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 Presidents' Day

March 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 Q	27
28	29 H	30 H	31 H			

29-31 Spring Break

April 2010

S	M	T	W	T	F	S
				1 H	2 H	3
4	5 I	6 I	7 I	8 I	9 I	10
11	12 I	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break

May 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 2E	29
30	31 H					

31 Memorial Day

June 2010

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 LE	22	23	24	25	26
27	28	29	30			

21 Last Day of School

Days Missed	Makeup Days
1-3	No makeup required
4	~~February 15~~ **April 16**
5	~~April 16~~ **April 15**
6	No makeup required
7	~~April 15~~ **April 14**
8	No makeup required
9	~~April 14~~ **April 13**
10	No makeup required
11	**April 12**
12	No makeup required
13	**April 9**
14	No makeup required
15	**April 8**

Modified Elementary 2009-10	
Yellow = Student school days	
F	First day of school
Q	End of the quarter
2E	2 hour early student release
LE	Last day for regular classes + early release (183)
NT	New teacher training
TW	Workday for teachers/ Student Holiday
SD	Staff development day/ Student Holiday
H	Holiday
I	Optional intersession

NOTE: Date for the last day of school may be earlier or later depending on unanticipated events.

Last Update: 03/08/10