COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: May 27, 2010 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES `

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the April 21-22, 2010, Meeting of the Board

Public Comment

Action/Discussion: Board of Education Regulations

A. Final Review of Proposed Revisions to the *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40 et. seq) Following an Extended 30-Day Comment Period

B. Second Review of Revisions to *Regulations Governing Pupil Transportation*

Action/Discussion Items

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

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

E. Final 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

F. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredit the Professional Education Program at Virginia Wesleyan College through the Board of Education Approved Process

Action/Discussion Items (continued)

G. Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Passing Score for the Praxis II Business and Information Technology Assessment

H. (Withdrawn) - Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language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

I. Final Review of Proposed *Economics and Personal Finance Standards of Learning* Curriculum Framework

J. First Review of a Proposal to Allow Advanced Placement (AP) Calculus BC to Verify Two Mathematics Credits

REPORTS

K. Report on Technical Assistance to Norfolk City Public Schools

L. Report of the Memorandum of Understanding for Petersburg City Public Schools to Include Compliance with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) 8 VAC 20-131-315

ITEM ADDED TO THE AGENDA

M. First Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*

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

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, May 26, 2010. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.

2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to ensure that the Board hears from different points of view on any particular issue.

3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.

4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A. **Date:** May 27, 2010

Topic: Final Review of Proposed Revisions to the *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40-10 et. seq.) Following an Extended 30-day Comment Period

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

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

Origin:

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

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

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

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date September 30, 2006, May 30, 2007, and March 26, 2009
action Final Review of Notice of Intended Regulatory Action (NOIRA), First Review of Proposed Revisions to the *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40-10 et. seq.), and Final Review of Proposed Revisions to the *Regulations Governing Educational Services for Gifted Students* (8 VAC 20-40-10 et. seq.)

Background Information:
Section 22.1-16 of the *Code of Virginia* permits the Board of Education to promulgate regulations as necessary to carry out its powers and duties. The *Code* states:

> The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.

The current *Regulations Governing Educational Services for Gifted Students* were adopted by the Board of Education in 1993, and they became effective in 1995. The next ten years provided additional research in best practices related to serving gifted students as well as indications that local advisory boards and programs would benefit from regulations that were better aligned with student needs. As a result, in 2006 and 2007, representatives of the Virginia Advisory Committee for the Education of the Gifted as well as an advisory group of representatives from school divisions and higher education met to provide guidance and insights to the proposed regulations. The diverse stakeholders provided

suggestions regarding the implementation and development of gifted education programs. Additionally, a study of current literature and practice from the field of gifted education informed the process.

The 2007 proposed regulations included:

1. Additions to and revisions of definitions for critical terms;
2. Realignment of aspects of the screening, referral, identification, and placement components of the 1993 regulations;
3. Addition of parental rights, notification, consent, and appeals information;
4. Revision of components of the local plan for the education of the gifted;
5. Revision of the role and function of the local advisory committee for the education of the gifted to comply with Section 22.1-18.l of the *Code of Virginia*; and
6. Addition of annual report expectations to comply with Section 22.1-18.1 of the *Code of Virginia*.

A public comment period on the proposed *Regulations Governing Educational Services for Gifted Students* was conducted from June 23 – September 26, 2008. The Department of Education received 815 comments, which reflected 37 speakers at the public hearings, 46 e-mailed comments, 44 letters, and 688 Town Hall submissions. Comments from these stakeholders were incorporated into the *Regulations* that were approved for final review by the Virginia Board of Education on March 26, 2009.

Upon signing the *Regulations,* Governor Kaine directed the Department of Education to initiate a study to analyze disproportionately low representation of minority students in gifted education. The *Regulations* were then posted to the Town Hall on February 1, 2010. During the required 30-day posting to the Town Hall, the *Regulations* were petitioned and suspended pursuant to Section 2.2-4007 of the *Code of Virginia*. As a result of the petition, the *Regulations* were resubmitted to the Town Hall for an additional 30-day comment period, beginning on March 29, 2010, and ending on April 28, 2010. The Department of Education received sixty-three comments on the Town Hall and two-e-mails. A summary of public comments from the additional 30-day comment period can be found within the attached Town Hall Final Regulations Agency Background Document (Attachment A). The proposed revised *Regulations Governing Educational Services for Gifted Students* can be found in Attachment B. The disproportionality study conducted by the Regional Educational Laboratory – Appalachia (REL-A) can be found in Appendix C.

Summary of Major Elements

The majority of the comments for the 30-day extended period addressed disproportionate representation of minority and low socioeconomic groups in gifted programs throughout the Commonwealth. In combination with the recommendations of the REL-A disproportionality study and public comment, the following changes are proposed:

8 VAC20-40-60. Local plan, local advisory committee, and annual report:

- School divisions shall provide an operational definition of giftedness that is applicable to their local program for gifted education.
- School divisions shall use information from the review of program effectiveness to develop a statement of program goals and objectives intended to support the achievement of equitable representation of students in gifted education programs.
- School divisions shall provide professional development based on the teacher competencies outlined in 8 VAC20-542-310 related to gifted education.

- The annual review of program effectiveness shall include the review of program procedures toward the achievement of equitable representation of students.

If the Board of Education approves the proposed revised *Regulations Governing Educational Services for Gifted Students* as amended, they will be published in the *Virginia Register*. Following a 15-day adoption period, they will become final. Department of Education staff will then begin to work with school divisions on steps required to revise their local gifted education plans and submit them to the Department for technical review on a scheduled determined by the Department as outlined in the approved regulations.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the revised proposed changes to the *Regulations Governing Educational Services for Gifted Students* as amended and authorize staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act.

Impact on Resources:
The impact on resources for the revision of these *Regulations* is not expected to be significant.

Timetable for Further Review/Action:
The Department of Education will notify school divisions of the changes in the *Regulations* when the *Regulations* become final, pursuant to the requirements of the Administrative Process Act.

Virginia

Regulatory Town Hall
townhall.virginia.gov

Final Regulation
Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC20-40-10 through 8VAC20-40-10-70
Regulation title	Regulations Governing Educational Services for Gifted Students
Action title	Revision of regulations school divisions must meet in their gifted education programs, K - 12
Date this document prepared	May 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

Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation. Also, please include a brief description of changes to the regulation from publication of the proposed regulation to the final regulation.

The *Regulations Governing Educational Services for Gifted Students* provide definitions; criteria for screening, referral, and identification of gifted students; delivery of services parameters; and elements of appropriately differentiated curriculum and instruction necessary to meet the learning needs of these students. The regulations also provide requirements for professional development of instructional personnel, the school division's local plan for the education of the gifted, the annual report, and the local advisory committee for the education of the gifted. Additional information is provided about the Department of Education's technical review of local plans for gifted programs and the funding of gifted programs to school divisions through the Appropriation Act.

On March 26, 2009, the proposed *Regulations Governing Educational Services for Gifted Students* were approved by the Virginia Board of Education. Upon signing the *Regulations,* Governor Kaine directed the Department of Education to initiate a study to analyze disproportionately low representation of minority students in gifted education. The *Regulations* were then posted to the Town Hall on February 1, 2010. During the required 30-day posting to the Town Hall, the *Regulations* were petitioned and suspended pursuant to Section 2.2-4007 of the *Code of Virginia*. As a result of the petition, the *Regulations* were resubmitted to the Town Hall for an additional 30-day comment period, beginning on March 29, 2010, and ending on April 28, 2010. The Department of Education received sixty-three comments on the Town Hall and two e-mails. A summary of public comments

from the additional 30-day comment period can be found within the attached Town Hall Final Regulations Agency Background Document (Attachment A). The proposed revised *Regulations Governing Educational Services for Gifted Students* can be found in Attachment B.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

The Board of Education adopted proposed revisions to the *Regulations Governing Educational Services for Gifted Students* on March 26, 2009. As a result of a petition pursuant to Section 2.2-4007 of the *Code of Virginia*, the *Regulations* were resubmitted to the Town Hall for an additional 30-day comment period, beginning on March 29, 2010, and ending on April 28, 2010.

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 numbers, if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-16 of the *Code of Virginia* vests the Board of Education with the authority to adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1.

Purpose

Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons it is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.

This action is essential to ensure that gifted students in the Commonwealth are provided with an education that is commensurate with their abilities. The state definitions and provisions found in the *Regulations Governing Educational Services for Gifted Students* establish the basic expectation for school divisions' services for gifted students. These Regulations ensure that school divisions' programs respond appropriately to the learning needs of gifted students and equitable representation of students in the division, including those students with economically disadvantaged backgrounds, those with limited English language proficiency, or those with disabilities. The proposed revised Regulations provide clarification to the definitions and to the program operations in order to assist school divisions in providing educational services to gifted students.

Substance

Please identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. A more detailed discussion is required under the "All changes made in this regulatory action" section.

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8 VAC20-40-60. Local plan, local advisory committee, and annual report:

1. School divisions shall provide an operational definition of giftedness that is applicable to their local program for gifted education.
2. School divisions shall use information from the review of program effectiveness to develop a statement of program goals and objectives intended to support the achievement of equitable representation of students in gifted education programs.
3. School divisions shall provide professional development based on the teacher competencies outlined in 8 VAC20-542-310 related to gifted education.
4. The annual review of program effectiveness shall include the review of program procedures toward the achievement of equitable representation of students.

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 there are no disadvantages to the public or the Commonwealth, please indicate.

The primary advantages of the proposed regulations for the public or the Commonwealth:

1. School divisions shall provide an operational definition of giftedness that is applicable to their local program for gifted education for increased public understanding.
2. School divisions shall use information from the review of program effectiveness to develop a statement of program goals and objectives intended to support the achievement of equitable representation of students in gifted education programs throughout the community.
3. School divisions shall provide professional development based on the teacher competencies outlined in 8 VAC20-542-310 related to gifted education, thereby increasing teacher awareness of effective practices in identifying and serving all eligible gifted students.
4. The annual review of program effectiveness shall include the review of program procedures toward the achievement of equitable representation of students from across the locality.

Changes made since the proposed stage

Please describe all changes made to the text of the proposed regulation since the publication of the proposed stage. For the Registrar's office, please put an asterisk next to any substantive changes.

The changes are as follows:

Section number	What has changed	Rationale for change
8VAC20-40-60. Local plan, local advisory committee, and annual report.	Change: 1. A statement of philosophy for the gifted education program to . . . 1. A statement of philosophy for the gifted education program **and the local operational definition of giftedness for the school division.**	Language change requires an operational definition of giftedness for the school division to support identification practices and informational dissemination to the public.
	Change: 2. A statement of the school division′s gifted program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, and parent and community involvement to . . . 2. A statement of the school division′s gifted program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, **equitable representation of students,** and parent and community involvement.	Language changed to shift school divisions toward the achievement of equitable representation of students within gifted programs.
	Change: 13. Evidence that school divisions provide professional development based on the competencies specified in 8VAC20-542-310, Gifted education (add-on endorsement), for instructional personnel who deliver services within the gifted education program; and to . . . **13. Evidence that school divisions provide professional development based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education; and**	Language changed to support professional development of staff within the division who may be involved in the screening, referral, or instruction of students who may be gifted.
	Change: 14. Procedures for the annual review of the effectiveness of the school division's gifted education program, including review of student outcomes and the academic growth of gifted students to . . . 14. Procedures for the annual review of the effectiveness of the school division's gifted education program, including **the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the** review of student outcomes**,** and the academic growth of gifted students.	Language changed to shift school divisions toward the achievement of equitable representation of students within gifted programs.

Public comment

Please summarize all comments received during the public comment period following the publication of the proposed stage, and provide the agency response. If no comment was received, please so indicate.

These comments represent the comments received during the extended 30-day comment period from March 29, 2010 through April 28, 2010.

Issue	Source	Comments	VDOE Response
8VAC20-40-20 Definitions *1 comment*	1 Concerned Citizen *(1 comment)*	Request: Provide an operational definition of a gifted student to facilitate accurate and uniform demographic data collection of gifted programs between school divisions and the VDOE as required by the Code of Virginia Section 22.1-18.	Language changes are reflected in the *Regulations*.
8VAC20-40-40. Screening, referral, identification, and placement. *14 comments* Paragraph A	1 Concerned Citizen *(1 comment)*	Change: A. Each school division shall establish uniform procedures for screening, to . . . A. Each school division **should not** establish uniform procedures for screening,	No change.
Paragraph D.3	2 NAACP Members 1 Teacher 4 Concerned Citizens 1 Former Student *(8 comments)*	Recommend: Subparagraph D.3 be replaced with specific language that establishes how to weight the criteria relied upon for gifted identification	No change.
	4 Concerned Citizens *(4 comments)*	Change: include at least three measures from the following category to: **. . . include at least four measures from the following category, one of which should be a nontraditional, non-biased assessment tool.**	No change.

Issue	Source	Comments	VDOE Response
	1 NAACP Member *(1comment)*	Change: include at least three measures from the following category to: **. . . include at least four measures from the following category, two of which must be qualitative.**	No change.
8VAC20-40-60. Local plan, local advisory committee, and annual report. *1 comment* Paragraph A.13	1 NAACP Member *(1 comment)*	Recommend: require divisions to train teachers to identify gifted students from all backgrounds and to promote parent and student engagement in the identification process	Language changes in the *Regulations* require additional professional development for teachers related to gifted education.
General Remarks	4 NAACP Members 3 Teachers 1 Parent 15 Concerned Citizens 3 Former Students *(26 comments)*	Recommend: VDOE must report annually on school divisions with regard to disproportional identification in gifted programs of racial, ethnic, and low-income student populations	Not a regulatory change. VDOE will report the requested data with its other summary reports.
	5 NAACP Members 4 Teachers 1 Parent 17 Concerned Citizens 3 Former Students *(30 comments)*	Recommend: If disproportionality exists, regulations should require divisions to revise their policies, procedures, and practices and dedicate resources toward reducing disproportionality	Language changes in the *Regulations* require that, as part of their annual review of program effectiveness, divisions include a review of program procedures toward the achievement of equitable representation of students.
	4 NAACP Members 3 Teachers 1 Parent 16 Concerned Citizens 3 Former Students *(27 comments)*	Recommend: In divisions with significant disproportionality, VDOE shall require school divisions to comply with regulations addressing disproportionality and to report publicly on the revisions to policies, procedures, and practices	Language changes in the *Regulations* require that school divisions post their local gifted education plans to their public Web site. The VDOE will also provide technical assistance in helping school divisions develop strategies that increase equitable representation of students.
	4 NAACP Members 3 Teachers 1 Parent 16 Concerned Citizens 3 Former Students *(27 comments)*	Recommend: divisions should be required to reserve 15% of gifted funds to address any existing disproportionality in gifted programs	While the Appropriation Act does not give the VDOE the authority to require a set-aside of funds to address disproportionality, local funds could be used in this manner.

Issue	Source	Comments	VDOE Response
	1 Concerned Citizen *(1 comment)*	Recommend: gifted education regulations be amended to provide the rules governing the administration of Governor's School programs which are a component of gifted education programs	Governor's Schools operate under the provisions within Section 22.1-26 of the *Code of Virginia* for a joint school, and their policies and procedures are determined by a joint governing board representing the participating school divisions.
	1 Concerned Citizen *(1 comment)*	Recommend: regulations allowing school divisions to include as part of their gifted plan the use of geographical representation in all gifted programs and Governor's Schools	School divisions and joint governing boards of Governor's Schools determine the number of Governor's School slots available to each school division.
	2 Concerned Citizens *(2 comments)*	Recommend: require divisions to serve culturally and linguistically gifted students that are represented in their general population	Language changes in the *Regulations* require school divisions to include in their local plans ways to address equitable distribution of students, including culturally and linguistically diverse students.
	1 NAACP Member 1 Parent 6 Concerned Citizens 1 Former Student *(9 comments)*	Revise: regulations to support equitable representation in gifted education programs	Language changes to the *Regulations* throughout address this comment.
	1 Concerned Citizen *(1 comment)*	Recommend: a provision requiring all Governor's School budgetary information be reported on the VDOE database in a manner similar to that of all school division budget information	No specific regulatory change related to gifted education requested.
	2 Concerned Citizens *(2 comments)*	Recommend: the Board of Education report, with specificity, in its 'Annual Report on the Conditions and Needs of Public Schools in Virginia' the disproportionate representation of low-income and minority students in gifted education	No specific regulatory change related to gifted education requested.
	1 Concerned Citizen *(1 comment)*	Recommend: require VDOE to collect data on school division gifted programs, level of gifted services, Governor's School programs, summer regional programs, and Math/Science Innovation Center programs.	No specific regulatory change related to gifted education requested.

Issue	Source	Comments	VDOE Response
	1 Concerned Citizen *(1 comment)*	Recommend: require divisions to annually report demographic data on service options provided to gifted students	No specific regulatory change related to gifted education requested.
	4 Concerned Citizens *(4 comments)*	Recommend: require divisions to report specific procedures utilized to ensure equitable access to local, regional, and state gifted services	No specific regulatory change related to gifted education requested.
	1 NAACP Member *(1 comment)*	Encourage Governor McDonnell and his administration to rectify statistically proven disparities in gifted education policies and programs in Virginia	No specific regulatory change requested.
	1 NAACP Member *(1 comment)*	The Virginia Board of Education's second objective is to eliminate the achievement gap . . . there are too few low-income and minority students in gifted education	No specific regulatory change requested.
	2 Concerned Citizens *(2 comments)*	Minority students have always been under represented in school divisions that are predominately Caucasian	No specific regulatory change requested.
	3 NAACP Members 1 Teacher 15 Concerned Citizens 4 Former Students *(23 comments)*	General statement of the ethnic percentages of gifted students in particular school divisions	No specific regulatory change requested.

All changes made in this regulatory action

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail new provisions and/or all changes to existing sections.

Current section number	Current requirement	Proposed change and rationale
8VAC20-40-60. Local plan.	1. A statement of philosophy;	1. A statement of philosophy for the gifted education program and the local operational definition of giftedness for the school division. The proposed revision provides for an operational definition of giftedness at the division level.

Current section number	Current requirement	Proposed change and rationale
8VAC20-40-60. Local plan.	2. A statement of program goals and objectives;	2. A statement of the school division's gifted program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement. The proposed revision changed to support the achievement of equitable representation of students within gifted programs.
8VAC20-40-60. Local plan.	13. Other information as required by the Department of Education.	13. Evidence that school divisions provide professional development based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education; and The proposed revision assures that school divisions provide professional development based on competencies specified in 8VAC20-542-310 related to gifted education.
8VAC20-40-60. Local plan.	No current requirement.	14. Procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes, and the academic growth of gifted students. Such review shall be based on multiple criteria and shall include multiple sources of information. The proposed new language assures that school divisions review annually the effectiveness of the school division's gifted education program based on multiple criteria and sources of information.

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.

The current *Regulations Governing Educational Services for Gifted Students* do not impact small businesses; consequently, these revisions do not change the effect on small business.

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 primary advantages of the proposed revised regulations for families may include:

1. Greater access to gifted services for all students;
2. Increased access to academic challenges; accelerated coursework; and entry into college-level opportunities for growth;
3. Increased earning power associated with the acquisition of educational advancement; and
4. Increased direct responsibility for the local school division and local advisory committee in the development, review, and approval of the comprehensive local plan for the education of the gifted.

8VAC20

CHAPTER 40

REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS

8VAC20-40-10

8VAC20-40-10. Applicability.

This chapter shall apply to all local school divisions in the Commonwealth, regarding their gifted education services for students from kindergarten through twelfth grade.

Statutory Authority

§22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 §1.1, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

8VAC20-40-20

8VAC20-40-20. Definitions.

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

"Appropriately differentiated curriculum and instruction" means curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study.

Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

"Eligible student" means a student who has been identified as gifted by the identification and placement committee for the school division's gifted education program.

"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

1. General intellectual aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.

2. Specific academic aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history and social science, mathematics, or science.

3. Career and technical aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in career and technical fields.

4. Visual or performing arts aptitude. Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts.

"Identification" means the multistaged process of finding students who are eligible for service options offered through the division's gifted education program. The identification process begins with a divisionwide screening component that is followed by a referral component, and that concludes with the determination of eligibility by the school division's identification and placement committee(s). The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program.

"Identification and placement committee" means the building-level or division-level committee that shall determine a student's eligibility for the division's gifted education program, based on the student's assessed aptitude and learning needs. The identification and placement committee shall determine which of the school division's service options are appropriate for meeting the learning needs of the eligible student.

"Learning needs of gifted students" means gifted students' needs for advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

"Placement" means the determination of the appropriate educational options for each eligible student.

"Referral" means the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

"Screening" means the annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process.

"Service options" means the instructional approaches, settings, and staffing selected for the delivery of appropriate service or services provided to eligible students based on their assessed needs in their areas of strength.

"Student outcomes" means the advanced achievement and performance expectations established for each gifted student, through the review of the student's assessed learning needs and the goals of the program of study, that are reviewed and reported to parents or legal guardians.

Statutory Authority

§22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 §1.2, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

8VAC20-40-30

8VAC20-40-30. (Repealed.)

Historical Notes

Derived from VR270-01-0002 §2.1, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995; repealed, Volume 24, Issue 21, 2008.

8VAC20-40-40

8VAC20-40-40. Screening, referral, identification, and service.

A. Each school division shall establish uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific

academic aptitude. If the school division elects to identify students in general intellectual aptitude, it shall provide service options from kindergarten through twelfth grade. Identification in a specific academic aptitude area may occur as assessment instruments exist to support identification. If the school division elects to identify students in one or more selected academic aptitude areas, it shall provide service options through twelfth grade. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion.

B. These uniform procedures shall include a screening process that requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth-grade student annually. Some data used in the screening process may be incorporated into multiple criteria reviewed by the designated identification and placement committee to determine eligibility, but those data shall not replace norm-referenced aptitude test data.

C. These uniform procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. Such referrals shall be accepted for kindergarten through twelfth-grade students.

D. An identification and placement committee shall review pertinent information, records, and other performance evidence for referred students. The committee shall consider input from a professional who knows the child. The committee shall include classroom teachers, assessment specialists, gifted program staff, school administrators, or others with credentials or experience in gifted education. The committee shall (i) review data from multiple sources selected and used consistently within the division to assess students' aptitudes in the areas of giftedness the school division serves, (ii) determine whether a student is eligible for the division's services, and (iii) determine which of the school division's service options match the learning needs of the eligible student. The committee may review valid and reliable data administered by another division for a transfer student who has been identified previously.

1. Identification of students for the gifted education program shall be based on multiple criteria established by the school division and designed to seek out those students with superior aptitudes, including students for whom accurate identification may be affected because they are economically

disadvantaged, have limited English proficiency, or have a disability. Data shall include scores from valid and reliable instruments that assess students' potential for advanced achievement, as well as instruments that assess demonstrated advanced skills, conceptual knowledge, and problem-solving aptitudes.

2. Valid and reliable data for each referred student shall be examined by the building-level or division-level identification and placement committee. The committee shall determine the eligibility of each referred student for the school division's gifted education services. Students who are found eligible by the identification and placement committee shall be offered service options with appropriately differentiated curriculum and instruction by the school division.

3. The identification process used by each school division must ensure that no single criterion is used to determine a student's eligibility. The identification process shall include at least three measures from the following categories:

a. Assessment of appropriate student products, performance, or portfolio;

b. Record of observation of in-classroom behavior;

c. Appropriate rating scales, checklists, or questionnaires;

d. Individual interview;

e. Individually administered or group-administered, nationally norm-referenced aptitude and/or achievement tests;

f. Record of previous accomplishments (such as awards, honors, grades, etc.); or

g. Additional valid and reliable measures or procedures.

4. If a program is designed to address general intellectual aptitude, an individually administered or group-administered, nationally norm-referenced aptitude test shall be included as one of the three measures used in the school division's identification procedure.

5. If a program is designed to address specific academic aptitude, an individually administered or group-administered, nationally norm-referenced aptitude or achievement test shall be included as one of the three measures used in the school division's identification procedures.

6. If a program is designed to address either the visual or performing arts or career and technical aptitude, a portfolio or other performance assessment measure in the specific aptitude area shall be included as part of the data reviewed by the identification and placement committee.

E. Within 90 instructional days, beginning with the receipt of a parent's or legal guardian's consent for assessment, the identification and placement committee shall determine the eligibility status of each student referred for the division's gifted education program and notify the parent or guardian of its decision. If a student is identified as gifted and eligible for services, the identification and placement committee shall determine which service options most effectively meet the assessed learning needs of the student. Identified gifted students shall be offered placement in an instructional setting that provides:

1. Appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students; and

2. Monitored and assessed student outcomes that are reported to the parents and legal guardians.

Statutory Authority

§22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 §2.2, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

8VAC20-40-50

8VAC20-40-50. (Repealed.)

Historical Notes

Derived from VR270-01-0002 §2.3, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

8VAC20-40-55

8VAC20-40-55. Parental rights for notification, consent, and appeal.

A. School divisions shall provide written notification to and seek written consent from parents and legal guardians to:

1. Conduct any required assessment to determine a referred student's eligibility for the school division's gifted education program;

2. Announce the decision of the identification and placement committee regarding a referred student's eligibility for and placement in the school division's gifted education program; and

3. Provide services for an identified gifted student in the school division's gifted education program.

B. Each school division shall adopt a review procedure for students whose cases are appealed. This procedure shall involve a committee, the majority of whose members did not serve on the initial identification and placement committee, and shall inform parents or legal guardians, in writing, of the appeal process. Requests filed by parents or legal guardians to appeal any action of the identification and placement committee shall be filed within 10 instructional days of receipt of notification of the action by the division. The process shall include an opportunity to meet with an administrator to discuss the decision.

1. A parent or legal guardian of a student who was referred but not identified by the identification and placement committee as eligible for services in the school division's gifted education program shall be informed, in writing, within 10 instructional days after receipt of the appeal, of the school division's process to appeal the committee's decision.

2. A parent or legal guardian of an identified gifted student may appeal any action taken by the school division to change the student's identification for, placement in, or exit from the school division's gifted education program.

C. Following the notification and consent of a parent or legal guardian, the identification and placement committee shall apprise school administrators of each student's eligibility status.

Statutory Authority

§22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 §2.2, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

8VAC20-40-60

8VAC20-40-60. Local plan, local advisory committee, and annual report.

A. Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations. The development process for the school division's local plan for the education of the gifted shall include opportunities for public review of the school division's plan. The approved local plan shall be accessible through the school division's Web site and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access. The plan shall include the following components:

1. A statement of philosophy for the gifted education program [<u>and the local operational definition of giftedness for the school division</u>];

2. A statement of the school division's gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, [<u>equitable representation of students,</u>] and parent and community involvement;

3. Procedures for the early and ongoing screening, referral, identification and placement of gifted students, beginning with kindergarten through twelfth grade in at least a general intellectual aptitude or

a specific academic aptitude program; and, if provided in the school division, procedures for the screening, referral, identification, and placement of gifted students in visual or performing arts or career and technical aptitude programs;

4. A procedure for written notification of parents or legal guardians when additional testing or additional information is required during the identification process and for obtaining permission of parents or legal guardians prior to placement of a gifted student in the appropriate service options;

5. A policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement or exit from the program. Such notice shall include an opportunity for parents or guardians to meet and discuss their concerns with an appropriate administrator and to file an appeal;

6. Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;

7. Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;

8. Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services;

9. Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request;

10. Evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth;

11. A description of the school division's program of differentiated curriculum and instruction demonstrating accelerated and advanced content;

12. Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs;

13. Evidence that school divisions provide professional development based on the [teacher] competencies [~~specified~~ outlined] in 8VAC20-542-310 [~~, Gifted education (add-on endorsement), for instructional personnel who deliver services within the gifted education program~~ related to gifted education]; and

14. Procedures for the annual review of the effectiveness of the school division's gifted education program, including [the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the] review of student outcomes and the academic growth of gifted students. Such review shall be based on multiple criteria and shall include multiple sources of information.

B. Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) to determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board.

C. Each school division shall submit an annual report to the Department of Education in a format prescribed by the department.

Statutory Authority

§22.1-16 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 §2.4, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

8VAC20-40-70

8VAC20-40-70. Funding.

Funds designated by the Virginia General Assembly for the education of gifted students shall be used by school divisions in accordance with the provisions of the Appropriation Act.

Statutory Authority

§§22.1-16 and 22.1-253.13:1 of the Code of Virginia.

Historical Notes

Derived from VR270-01-0002 §2.5, eff. June 25, 1986; amended, Virginia Register Volume 11, Issue 9, eff. February 22, 1995.

VIRGINIA DEPARTMENT OF EDUCATION

Representation of Racial and Ethnic Students, and English Language Learners in Gifted Education in Virginia

MAY 10, 2010

VIRGINIA DEPARTMENT OF EDUCATION

Executive Summary

Over the past several decades, researchers and advocates have called attention to the overrepresentation of Black, Hispanic, and Native American Indian students in special education and their underrepresentation in gifted education (National Research Council 2002; Borland 2004; Ford 1998; Ford and Harris 1999; Reschly 1988). In 2009, the Virginia Department of Education (VDOE) initiated a study to analyze disproportionately low representation of minority students in gifted education in Virginia. To support the quality and objectivity of study, VDOE requested technical assistance from the Regional Education Laboratory (REL) Appalachia.[1] The study was focused on understanding the representation of racial/ethnic students identified as gifted and the representation of students who are English language learners (i.e., identified as limited English proficient, [LEP]). The analyses were designed to meet three objectives:

1. To identify a measure of group proportionality for the gifted education programs of Virginia school divisions.
2. To describe the distribution of subgroup identification rates across divisions in Virginia using that measure.
3. To explore potential correlations between the distribution of the representation measure and other variables that describe school divisions, and the economic and demographic characteristics of their local communities.

The study addressed these questions using aggregate data from VDOE's statewide longitudinal data system that included the number of students enrolled and number of students identified as gifted by subgroup for each school division in the 2008-2009 school year. The quantitative analyses focused on describing the relative proportion of students identified as gifted in different racial and ethnic groups or are LEP, compared to the proportion of such students in the entire student population in each school division. Exploratory analyses were also conducted to assess the associations between gifted identification and community factors including demographic and socioeconomic factors that are available from the U.S. Census data. The analyses identify school divisions with relatively high and low levels of group representation identified as gifted and associated external factors. The results do not explain the source of disproportionality, evaluate identification practices, or address participation rates in gifted programs.

Following the quantitative analyses, the report briefly summarizes the literature on best practices for identifying gifted students and the alignment of best practices with Virginia's regulations for the education of gifted students.

The findings of the quantitative analyses showed that:

- There was much variation across school divisions in the overall percent of students identified as gifted.

[1] Researchers from the REL Appalachia worked closely with VDOE to prepare the technical components of this report. Significant proportions of the technical data and associated text in this report are reprinted with permission from the technical assistance memorandum prepared by the REL as part of its work. We thank the REL Appalachia for the technical assistance provided in support of this report under a contract with the U.S. Department of Education's Institute of Education Sciences (IES), Contract ED-06-CO-0021. The content of this report does not necessarily reflect the views or policies of the REL Appalachia, IES, or the U.S. Department of Education, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

- Black and Hispanic students were less than proportionally represented among students identified as gifted in every division where data were analyzed.
- White and Asian students were generally more than proportionally represented among students identified as gifted.
- Students identified as LEP were less than proportionally identified to a greater extent than Black or Hispanic students.

The summary of best practices identified the following categories of best practices for identifying students eligible for gifted education:

- Clearly defining giftedness.
- Using data to monitor referral, identification, and retention.
- Creating comprehensive processes for student referral or nomination.
- Using multiple assessments to identify giftedness.
- Providing teacher training programs and professional development opportunities that include ways to identify giftedness in students who are culturally and linguistically diverse.

The regulations approved by the Virginia Board of Education in March 2009 (that are not yet in effect) address many of these best practices. However, there remains room for improvement in the regulations in support of increased representation of underserved groups in gifted education. As well, there are ways that VDOE can support school divisions' work to reduce disparities between student representation in gifted education and school population. The following recommendations, if implemented, can support the Commonwealth's work to achieve equitable representation of students in gifted education.

Recommendations for further revisions to the Regulations Governing Educational Services for Gifted Students (8VAC20-40-10)

- The regulations should require school divisions to include in their local plan a clear operational definition of giftedness that is applicable to the local program for gifted education.
- The regulations should require that the goals and objectives of the local plan support the achievement of equitable representation of students in gifted education. The regulations should further require that the goals and objectives take into consideration the results of the evaluation of effectiveness as they relate to the equitable representation of students in gifted education.
- The regulations should require that the findings of the school division's annual evaluation of program effectiveness, prepared by the local advisory board, include indicators of the division's progress towards achieving equitable representation of students served in gifted education programs.
- The regulations adopted in March 2009 should be further revised to require that school divisions provide evidence of professional development for all instructional personnel based in the competencies specified in 8VAC20-542-310, which include gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled). This change would extend the requirement from *instructional personnel who deliver services within the gifted education*

program to all instructional personnel who may be responsible for identification, referral, and delivery of instructional services of gifted students.

Recommendations for additional Technical Assistance from VDOE
Through technical assistance, VDOE should facilitate the following activities as school divisions strive to achieve equitable representation of students in gifted education:

- Provide information for local advisory committees and school boards that highlights their roles in the development, effectiveness review, and approval of local plans for gifted education, to include information on their role in achieving equitable representation.
- Revise the *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* to reflect changes in the regulations, including changes that were developed to support the achievement of equitable representation of students in gifted education.
- Provide school divisions with increased access to data related to gifted students and guidance to support school divisions' work to analyze data and determine the extent to which gifted education programs are achieving equitable representation.
- Revise the *Virginia Plan for the Gifted* to support the public's understanding of Virginia's regulations for the education of gifted students.
- As part of VDOE's technical review of local plans developed under the final revised regulations, provide feedback on the quality of local methods of identification and referral as they relate to achieving equitable representation of students served in gifted education.
- Post on its Web site, division-level disaggregated data related to the participation of students in Virginia's gifted education programs.

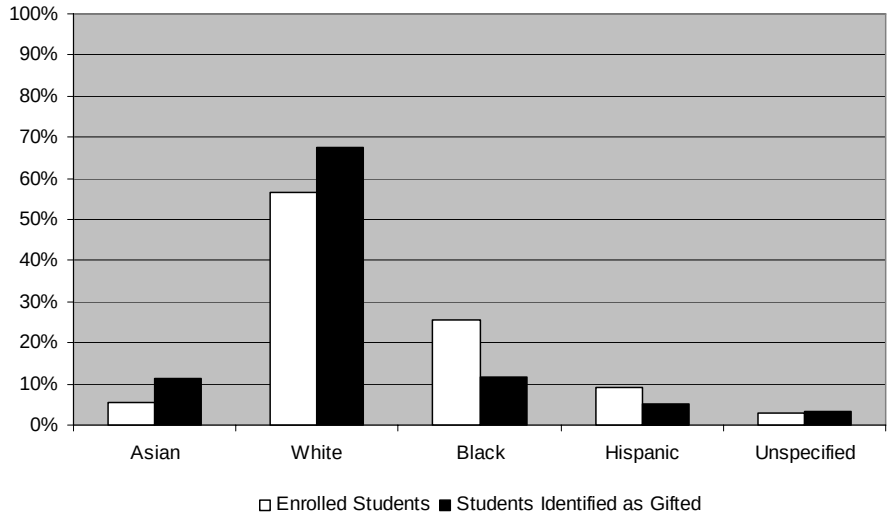
The remainder of this report describes the results in more detail and reviews the literature on best practices in identifying gifted students as they relate to Virginia's regulations for gifted education.

Introduction

In the 2008-2009 school year, 15 percent of all students enrolled in K–12 public schools in Virginia were identified as gifted.[2] In order to examine differences in gifted identification across racial/ethnic subgroups, the proportion of students from each subgroup in overall enrollments was compared to the proportion of students from each subgroup identified as gifted. In the 2008-2009 school year, 6 percent of all students enrolled were Asian, 57 percent were White, 26 percent were Black, and 9 percent were Hispanic; whereas, 11 percent of students identified as gifted were Asian, 68 percent were White, 12 percent were Black, and 5 percent were Hispanic (see figure 1).

The differences in the makeup of students enrolled in public schools compared to the percent identified as gifted indicates that White and Asian students are more than proportionally represented and Black and Hispanic students are less than proportionally represented.

Figure 1. Racial/ethnic composition of students enrolled and students identified as gifted in Virginia public schools in 2008-2009



The aggregate numbers shown in figure 1 can mask substantial variation across divisions. The *Virginia Regulations Governing Educational Services for Gifted Children* (8VAC20-40) allow divisions flexibility in identifying students as gifted.[3] Divisions across Virginia vary in size, demographic composition, as well as wealth. These differences can lead to important variation in identification rates across divisions. On average, the percent of students identified as gifted in a division was 10, but divisions ranged from 1 to 39 percent in identification rates. Divisions classified as cities or suburbs tended to identify greater percentages of students as gifted compared with divisions classified as rural or towns. Additionally, there was a positive association between the percent of

[2] Students are identified as gifted based on data VDOE collected in the Student Record Collection in the 2008-2009 year. The gifted flag is "a code that identifies the area of giftedness for a student placed in a gifted program or that the student was referred to and found eligible for the gifted program."

[3] The revised regulations are scheduled to go into effect in the latter half of 2010. Under the revised regulations, divisions will have flexibility in identification, but must establish uniform procedures for screening, referring, identifying, and serving students in grades kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

adults with a college education or more in a division and the percent of students identified as gifted. As a result of these differences, one might expect a wide range on the proportional identification as gifted across divisions.

Data

The analyses were conducted on data that were aggregated to the school division level on the number of students enrolled in K–12 public schools in Virginia by race/ethnicity; the number of economically disadvantaged students; the number of LEP students; and the number of students identified as gifted by race/ethnicity, economically disadvantaged status, and LEP status.

Division-level data were combined with U.S. Census data on regional, demographic, and economic variables characterizing the corresponding cities or counties. These variables included:

- Type of region (city, suburb, town, rural)
- Percent of adults with a college education or higher
- Percent of population who are elderly
- Percent of population who are children
- Percent of adults who are employed
- Median family income
- Poverty rate.

Measuring Proportionality

Representation Index (RI)

Previous studies have measured the degree of disproportionality in specialized educational programs by calculating a *representation index*[4] (sometimes referred to as a *disparity index*; see, for example, Darity, Castellino, Tyson, et al. 2001, or Kitano and DiJoisa 2002). For a given group and a given education program, the representation index is defined as:

$$RI = \frac{\textit{Percentage of students in the program who are members of the given group}}{\textit{Group's percentage of total student population}}$$

For a given educational unit, the RI is the ratio of the likelihood that a group member chosen at random is a participant in the specialized program, to the likelihood that a student chosen at random is a member of that group. This calculation produces an index that is between zero and infinity, where a score of 1.00 indicates equal proportionality. Any score above 1 indicates that the group's proportional representation in the program is greater than its proportional representation in overall student enrollment. An RI less than 1 indicates that the group's proportional representation in the program is lower than its proportional representation in total enrollment.

As an example, suppose a school division has 1,000 students, of whom 100 are Black. Suppose further that the division's gifted program has 100 students, 4 of whom are Black. In this example 10 percent of the student body is Black, but Black students make up only 4 percent of the population

[4] Another measure used by scholars studying disproportionality in special education is the "Risk Ratio." The Risk Ratio is the ratio of the percent of subgroup members identified as gifted (or special needs in the literature) to the percent of non subgroup members identified as gifted. While the Representation Index and the Risk Ratio are slightly different calculations, they lead to substantively similar results.

identified as gifted. The RI for Blacks identified as gifted would be RI = (4/100) ÷ (100/1000) = 0.40. This would mean in the example division Black students are 60 percent less likely to be identified as gifted than expected based on their representation in the student body.

As a second example, imagine that same division has 50 Asian students, 10 of whom are identified as gifted. In this case, 5 percent of the student body is Asian, but Asian students make up 10 percent of the population identified as gifted. Based on the RI formula, the RI for Asian students in this school division is 2. An RI of 2 means that in the example division Asian students are 2 times more likely to be identified as gifted than expected based on their representation in the student body.

Normalized Representation Index (NRI)

Interpreting scores from the RI may not be intuitively obvious because its scale is bounded by 0 on one side (less than proportional) but unbounded above 1 (more than proportional). For values below 1, the reciprocal must be used if making comparisons to values above 1. For example, 2.0 and -0.5 represent the same degree of difference from proportionality[5]. To make interpretation more intuitively evident, this study used a normalized index so that disproportionality was symmetric above or below the line that represents equivalent proportionality in students identified as gifted compared to student enrollment.

The calculation for the normalized index calculated uses the following formula. Let σ_{RI} refer to the standard deviation of some distribution of RIs. Then the *normalized representation index* (NRI) is defined as:

$$NRI = \frac{RI - 1.00}{\sigma_{RI}}$$

The NRI is the number of standard deviations that a group lies away from equal proportionality (corresponding to an RI of 1.00) within that unit's program[6]. Calculating the NRI generates an index for which 0.00 represents equivalent proportionality between the number of students identified as gifted relative to the total population of students enrolled. A positive NRI (larger than 0) indicates that a group has proportionally more students identified as gifted than the group's proportion of total enrollment; negative NRI (less than 0) indicates that the group has proportionally fewer students identified as gifted than the group's total enrollment. One must use caution when comparing NRIs across subgroups because the standard deviations differ for each subgroup[7].

To continue the previous example, suppose that across school divisions in the state, the standard deviation of RIs for Blacks is 0.20. Thus the NRI for Blacks in the division described above would be (0.40 – 1.00) ÷ 0.20 = -3.00. This means that the proportional identification of Blacks as gifted in this example division is three standard deviations below proportionality for Black students.

[5] .5= ½ and the reciprocal of ½ is 2.

[6] Division-level results from the RI and NRI are provided in appendix D. Because the NRI uses a linear transformation, the results are perfectly correlated. Because they are different calculations, the NRI and RI should not be directly compared.

[7] The standard deviation of the RI was .53 for Asians, .50 for Whites, .19 for Blacks, .19 for Hispanics, and .13 for LEP students.

Continuing with the second example, suppose the standard deviation of RIs for Asians is .5. The NRI would be (2.0 – 1.0) ÷ 0.50 = 2, or two standard deviations above proportional identification for Asian students.

In this analysis, NRIs that are greater than zero indicate that the group has a larger percent of students identified as gifted compared to their representation in the divisions' overall student population. NRIs that are below zero indicate that a smaller percent of students are identified as gifted relative to their representation in the divisions' student population; and NRIs of zero indicate that the percent of students identified as gifted is proportional to their representation in the student population. Interpreting the NRI requires relative comparisons, NRIs farther away from zero indicate greater disproportionality than those that are closer to zero. The literature on the subject proffers no threshold that defines high representation indices.

Sample Restrictions

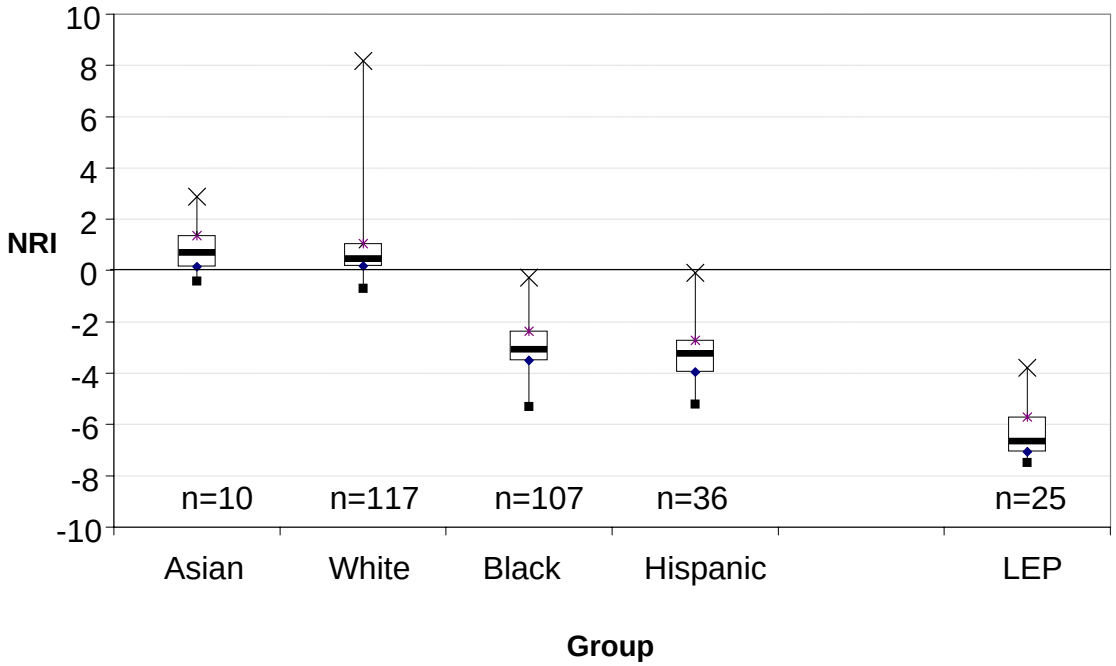
NRIs were calculated at the school division level to obtain a measure of the degree of student groups' disproportionate identification as gifted. The NRI application has limitations when a group's enrollment is relatively small or relatively large. When a group's representation in the division enrollments is small, large swings in NRI can result from relatively small adjustments to that group's participation in gifted programs. Conversely, when a group's proportion of enrolled students approaches 100 percent, that group's proportional representation as identified as gifted must trend toward equal proportionality. Given these limitations, when a group's representation in overall enrollment approaches 0 or 100 percent, the information provided by an NRI about a group's representation in gifted programs can be misleading. To avoid any inappropriate application of the calculation, each subgroup analysis was limited to school divisions in which the group's total enrollment was between 5 percent and 95 percent of the student population.

Results

Describing NRI Distributions across Virginia School Divisions

The box-and-whisker plots in figure 2 summarize the distribution of NRIs across Virginia school divisions. In each plot, the lines making up the bottom and top of each box represent the level of the 25th and 75th percentiles of the corresponding NRI distribution, respectively. As a result, half the NRIs for each group lie within their respective boxes. The level of the thick black line inside the box represents the median of each distribution. The other half of the observed NRIs for each group lie outside the box, between the lines extending from the box top and bottom. These "whiskers" display the extremes of the NRI distribution. They end at the maximum and minimum NRIs for each group. The "n's" represent the number of divisions for which an NRI was calculated in accordance with sample restrictions. The line drawn across the graph at zero represents equal representation in the group compared to total enrollment. Observations above the line indicate more than proportional representation; those below the line indicate less than proportional representation.

Figure 2. Variation in gifted identification by racial/ethnic and LEP groups



Note: Racial/ethnic groups are mutually exclusive and presented separately from the LEP group, which includes students of all races/ethnicities.

The plots show that Asian and White students are typically more than proportionally represented among students identified as gifted in Virginia. In both cases, more than half of NRIs by division (represented by the top and bottom of the boxes) lie above the "equal proportionality" line at 0.00. The distributions are quite similar for both groups — the majority of Asian and White NRIs lie between 0 and 2 standard deviations away from equal proportionality. The median for Asians (0.70) is similar to that for Whites (0.47), as are the 25th and 75th percentile levels (between 0.16 and 1.37 for Asians, and between 0.17 and 1.06 for Whites) that form the tops and bottoms of the boxes. (See tables in Appendix for values of descriptive statistics.)

Black and Hispanic students, on the other hand, are less than proportionally represented in every division included in the calculation. In both cases the entire distribution lies below the 0.00 "equal proportionality" line. For these groups, the majority of observed NRIs by division lie between 2 and 4 standard deviations below 0. Therefore, Black and Hispanic students have greater disproportionality relative to Asian and White students. The plots also suggest, however, that some outlier school divisions have small degrees of disproportionality among Black and Hispanic students identified as gifted (as represented in the whiskers of the plots that approach the 0 line). In general, the distributions for Black and Hispanic students are similar. The median NRI is -3.07 for Blacks and -3.24 for Hispanics. The 25th and 75th percentiles (-3.50 and -2.37 for Blacks, -3.95 and -2.72 for Hispanics) are also relatively close to each other.

NRIs were also calculated for LEP students. The box plot indicates that LEP students are less than proportionally represented in Virginia gifted programs to a larger degree than Black and Hispanic students. Most observations of LEP NRIs lie between 6 and 8 standard deviations below the 0.00 "equal proportionality" line.

Relationship between the NRI and Division Level Demographic Variables
A variety of factors outside the schools may be associated with the probability of students being identified as gifted. To explore some of these associations, exploratory analyses were conducted to determine the associations between the NRI and the following factors: the racial composition of school divisions; the type of locality (city, suburb, town, rural); and other demographic and economic characteristics of these communities. This analysis revealed few significant associations. Key findings from these analyses are included in the summary below. Details of these analyses are presented in Appendices B and C.

Summary

Racial Composition of School Divisions

- Asian and White students were typically more than proportionally represented among students identified as gifted in Virginia.
- Black and Hispanic students were less than proportionally represented among students identified as gifted in every division for which NRIs were calculated. In a few school divisions, representation of Black and Hispanic students identified as gifted approaches proportional representation relative to the population as a whole.
- The degree to which Black and Hispanic students were less proportionally identified in divisions was generally greater than the degree to which Asians and Whites were more than proportionally identified as gifted in divisions.
- LEP students were less than proportionally represented among students identified as gifted in all divisions for which NRIs were calculated.
- School divisions that serve high proportions of Black students enrolled have more (but not equally) proportional representation of Black students among those identified as gifted. They also have more disproportional identification of White students as gifted. As well, the degree of less than proportional representation for Hispanic students identified as gifted is higher in these divisions.

Other Demographic and Economic Characteristics of Communities

- Some evidence indicated that Black student disproportionality was less in school divisions serving mid-sized cities compared to those serving smaller cities, towns, or rural areas.
- White students more than proportional representation among students identified as gifted tended to be greater in localities where higher percentages of adults have a college education.
- White students more than proportional representation among students identified as gifted tended to be lower in wealthier counties with higher median family incomes.

Limitations

With technical assistance from the REL Appalachia, VDOE applied quantitative methods to better understand minority and LEP student representation in gifted education. The analyses were based on data available to VDOE, and designed to describe the degree to which students identified as gifted in Virginia's public school divisions are representative of the school division population as a whole in terms of race/ethnicity, and LEP status. When interpreting and drawing conclusions from the results, the following limitations should be considered:

- The analyses do not address programmatic features of gifted education programs offered in Virginia's school divisions.
- In Virginia, each division constructs its own operational definition of giftedness from a more broad definition provided in the regulations.[8] Because divisions use different operational definitions to identify students as gifted, comparisons across divisions may be misleading.
- Because data were aggregated to the division level and not by grade, the absolute value of the NRI may be overestimated for some divisions. This is because the numerator of the index includes gifted-identified students in grades 3–12 (for most divisions[9]), but the denominator includes enrolled students in all grades, K–12.[10]
- The data were aggregated to the division level and not by school level (elementary, middle, high). However, criteria for inclusion in the group of students identified as gifted changes across levels. This study did not address whether the results presented may vary by elementary, middle, and high school.
- The NRI is normalized using the standard deviation of the RI for each subgroup. The variance in RIs differs across subgroups and is affected by the number of students in the subgroup. NRIs cannot be compared across subgroups because of the different standard deviations.
- These analyses cannot answer why disproportionality exists or whether divisions should or should not do anything to address disproportionality.
- There is no existing guidance on what constitutes large or small differences from proportional representation, which is represented by an NRI of zero.
- Indices were not calculated and therefore are not presented where the enrollment of a racial or ethnic group was less than five percent or more than 95 percent of the population.

Best Practices in Identifying Gifted Students

Plausible explanations for the disproportionately low representation of Black, Hispanic, and LEP students among all students identified as gifted range from social risk factors to structural inequities in American education, to cultural differences, to selective referral practices and biased tests (Borland, 2004; Frasier, Garcia, & Passow, 1995). Although it is difficult to determine when representation is "fair," policymakers at the state and division level can help administrators and teachers adopt practices that address racial and ethnic disproportionality.

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[8] The proposed revised Virginia Regulations scheduled to go into effect in the latter half of 2010 define gifted students as "…those students in public elementary, middle, and secondary schools beginning with kindergarten through graduation who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." This broad definition applies to all school divisions within Virginia, but the operationalization of giftedness may differ across divisions.

[9] Gifted identification measures in many divisions do not begin until 2nd grade; however, under the regulations scheduled to go into effect in 2010, divisions are to provide gifted service options for grades K-12.

[10] To estimate the extent of this bias, the proportional representation of each racial/ethnic group in grades K–2 was compared to the proportional representation of each racial/ethnic group in grades 3–12. Nine divisions appear to have a growing young Black population and six divisions a growing young Hispanic population. Data used for these estimates are available at: http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/2008_2009/school_summaries_ethnicity.xls.

Many organizations and researchers have outlined "best practices" for the referral, identification, and retention of culturally and linguistically diverse students in gifted programs (National Research Council 2002; National Association for Gifted Children n.d.a, n.d.b; Council for Exceptional Children n.d.), but evaluative information on the impacts of these practices is sparse. Best practices fall into five categories:

1. Clearly defining giftedness.
2. Using data to monitor referral, identification, and retention.
3. Creating comprehensive processes for student referral or nomination.
4. Using multiple assessments to identify giftedness.
5. Shifting teacher training programs and professional development toward a multicultural paradigm.

The following section of the report provides a review of select literature in relation to the *Virginia Regulations Governing Educational Services for Gifted Children* (8VAC20-40) associated with each of these practices. Unless otherwise stated, all references to Virginia's regulations refer to those that are expected to go into effect in the latter half of 2010.

Clearly defining giftedness

There are numerous definitions and types of giftedness that can be applied in public schools (e.g., general intellectual aptitude, specific intellectual aptitude, talent in visual and performing arts or technical and practical arts). *The Virginia Regulations Governing Educational Services for Gifted Children* define gifted students as those "…whose abilities and potential for accomplishment are so outstanding that they require special educational programs to meet their educational needs…," allowing flexibility in the local definition. This flexibility, however, also requires that each school division establish a clear operational definition of gifted students, choose identification methods that align with the definition, and offer appropriate supports (Arancibia, Lissa, & Narea, 2008).

The *Virginia Regulations Governing Educational Services for Gifted Children* (8 VAC 20-40-60 A) allow each school division to set its own uniform procedures for screening and identifying gifted students in a comprehensive plan for the education of gifted students that is submitted to the Virginia Department of Education for technical review. If a school division includes specific academic aptitudes as part of its program, the division is required to include procedures to identify students in those areas (such as English, history and social science, mathematics, and science).

In addition, each division in Virginia is required to submit to VDOE a Local Plan for the Education of the Gifted that indicates the areas of giftedness to be served. The Regulations and these sections of the Local Plans are aligned with the guidelines put forth by the National Association for Gifted Children (n.d.a., n.d.b.) and the Council for Exceptional Children (n.d.).

Because of the flexibility afforded Virginia divisions in identification of gifted students, one might expect to see wide variation in the percent of students identified as gifted by division. Regardless, a clear operational definition must be established to ensure alignment between the identification methods, students identified, and services offered.

Using data to monitor referral, identification, and retention

To understand where issues related to disproportional representation of student subgroups in gifted

education programs, it is necessary for schools and divisions to collect and analyze data on referral and identification patterns. For example, data collection and analysis can answer the following questions: Are students from different backgrounds referred at similar rates? Does the mode of referral vary by subgroup (e.g., are Black and Hispanic students less likely to be referred by teachers)? After screening, are the rates of identification similar to rates of referral? Are the teachers who make referrals trained in gifted education? Once identified, are retention rates similar across racial/ethnic groups? The answers to these questions can be used to evaluate local gifted programs. For example, if a racial disparity is apparent in the rate of identification but not in the rate of referral, this might prompt closer examination of assessment instruments used for both referral and identification. Likewise, monitoring data on students in gifted programs may highlight issues related to different retention rates across subgroups (Ford, Grantham, & Whiting 2008; Ford 1998).

The *Code of Virginia 22.1-18.1* requires school divisions to report the demographic composition of students referred for gifted services and the demographic composition of those students receiving gifted education services. At the state level, the only data collected are a gifted referral flag[11] and a gifted code[12] in the Student Record Collection (Virginia Department of Education, 2009). Each division maintains its own data and transmits these two fields for each student to the state. The source of referral is not maintained in the state's data system but may be available for analysis at the division level.

Analysis of these data at the local level can reveal if differences in demographic composition exist at each step from referral to identification, but cannot explain the underlying causes of the measured differences. Data that contain more information about students and are more disaggregated can better answer questions about variation in gifted referral and identification. Donovan & Cross (National Research Council 2002) recommend capturing information on student socioeconomic status, generations of immigrants, family structure, and geographic region. By collecting and disaggregating data, divisions can better understand and track the demographic composition of students identified as gifted. If disparities exist, detailed information may provide an explanation and insight for any policy recommendations.

Creating comprehensive processes for student referral or nomination

Student nomination for gifted services can be automatic (i.e., the result of test scores), or result from parent, teacher, peer, or self-referral. Because nominations can come from a variety of sources, information on the characteristics of gifted students should be disseminated to parents, teachers, counselors, and administrators.

McBee (2006) found that automatic referrals were the most accurate form of referral followed by teacher referral. Across all forms of referral, White and Asian students were more likely to be nominated than Black and Hispanic students. By providing teachers with professional development on recognizing attitudes, behavior, and demeanor of gifted students, teachers can better identify and nominate students (Richert, 1997). Parents also can benefit by understanding the attitudes, behavior, and demeanor of gifted students and the programs and services offered in their school divisions (see also Ford, Grantham, and Whiting 2008 for a review of literature on teacher referral and training to identify culturally and linguistically diverse students as gifted).

[11] A flag that identifies any student who was referred for possible identification as gifted between July 1 and June 30.
[12] A code that identifies the area of giftedness for a student placed in or referred to a gifted program and found eligible for the gifted program

The Virginia Regulations[13] (8 VAC 20-40-20 and 8 VAC 20-40-40) permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer referral, and self-referral of those students believed to be gifted. The Local Plans must describe if and how students are screened; how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; and how information about the referral process is made available to parents of students K–12 and others. Screening and identification can be flexible at the division level, but the plans are reviewed by the state. Additionally, in its annual reports, each school division must note whether referrals were made from all segments of the school community.

By creating a comprehensive process for student referral that includes dissemination of information on characteristics of gifted children to parents, teachers, and school administrators, a wider net may be cast that ensures students who would benefit most from receiving gifted services are nominated for the programs.

Using multiple assessments to identify giftedness

Assessments used to identify or place students in gifted programs should be valid, reliable, relevant to program emphasis, and administered and scored by trained evaluators (Lohman 2006a; VanTassel-Baska 2002; Ford, Harris, Tyson, and Trotman 2002; National Association for Gifted Children n.d.a., n.d.b.). Inclusion or exclusion from gifted services should not depend on any one single assessment. Most authorities agree that multiple sources of information, including nonverbal assessments, should be used for identification, but do not agree on the particular assessments to be used. Regardless, the tests should align with the services offered through the gifted program.

Use of nonverbal assessments such as Naglieri Non-Verbal Abilities Test (NNAT) or Raven's Matrix Analogies has been shown to increase the identification of racial and ethnic minorities (Ford, Harris, Tyson, and Trotman 2002), but nonverbal assessments are less reliable than other tests and nonverbal skills correlate less strongly with achievement (Lohman 2006b). Lohman (2006a, 2006b) and Lohman and Renzulli (2007) provide examples of effectively combining ability tests (including nonverbal ability), achievement tests, and teacher ratings of students (such as the Scale for Rating the Behavioral Characteristics of Superior Students) into a two-by-two table to identify gifted students.

Other forms of assessment include rating student portfolios and evaluating student performance. For example, the Performance Tasks assessment in Project STAR identified more low socioeconomic and minority students than traditional measures of Cognitive Ability (CogAT) and achievement. Results focused on later achievement were mixed in follow-up studies. In the Year 1 follow-up, students identified through Performance Tasks performed less well on a statewide achievement test in South Carolina than traditionally identified students, but in the Year 2 follow-up, students identified as gifted through Performance Tasks performed better than the traditionally identified students (VanTassel-Baska and Feng 2004).

The proposed revised Virginia Regulations (8 VAC 20-40-40) reflect current research and require that each division must identify at least three[14] criteria for identification of gifted students in its Local Plan and include names, dates, and versions of tests where appropriate. The categories for identification include:

[13] Both the 1995 version and the proposed revised Regulations.

[14] The Virginia Regulations in effect at the time of this writing require four criteria for identification.

- Assessment of appropriate student products, performance, and/or portfolio;
- Record of observation of in-classroom behavior;
- Appropriate rating scales, checklists, and/or questionnaires;
- Individual interview;
- Individual or group aptitude tests;
- Individual or group achievement tests;
- Records of previous accomplishments (such as awards, honors, grades, etc.); and
- Additional valid and reliable measures or procedures.

If the divisions maintain information on identification criteria, in-depth analysis can be conducted on the relationship between demographic characteristics, the source of referral, mode of identification, and later outcomes. Multiple criteria for identification provide divisions with flexibility and also allow comprehensive evaluation of students so that students who would most benefit from gifted programs are identified.

Shifting teacher training programs and professional development toward a multicultural paradigm
Cutting across issues relating to referrals and assessments is the shift toward a multicultural paradigm in teacher training programs and professional development (Ford, Grantham, & Whiting 2008; Ford, Harris, Tyson, and Trotman 2002). By understanding the background and culture of racial/ethnic and language minority students, Ford and her colleagues argue that teachers are better able to support all students and recognize the gifts and talents across a range of behaviors and settings. Although the impact of multicultural education has not been systematically evaluated, multicultural education in teacher training programs is encouraged to ensure teachers understand and provide for the needs of all students. Furthermore, general education teachers should be trained in meeting the needs of all students while providing a rigorous and challenging curriculum (Coleman & Harrison 1997). Complementing multicultural education is differentiated instruction. Through differentiation, teachers work to maximize the improvement in achievement of all students.

In Virginia, the proposed revised Regulations (8 VAC 20-40-60) scheduled to go into effect in the latter part of 2010 stipulate that each division "…provide professional development based on the competencies specified in 8VAC20-542-310 . . . ." This change increases the training required of all teachers of gifted students.

Summary and Recommendations

The findings of the quantitative analyses showed that children across Virginia are not proportionally represented in gifted education programs relative to their representation in school division populations. Specifically, the analysis showed that:

- There was much variation across school divisions in the overall percent of students identified as gifted.
- Black and Hispanic students were less than proportionally represented among students identified as gifted in every division where data were analyzed.
- White and Asian students were generally more than proportionally represented among students identified as gifted.

- Students identified as LEP were less than proportionally identified to a greater extent than Black or Hispanic students.

The summary of best practices identified the following categories of best practices for identifying students eligible for gifted education:

- Clearly defining giftedness.
- Using data to monitor referral, identification, and retention.
- Creating comprehensive processes for student referral or nomination.
- Using multiple assessments to identify giftedness.
- Providing teacher training programs and professional development opportunities that include ways to identify giftedness in students who are culturally and linguistically diverse.

The regulations adopted by the Board of Education in March 2009 address many of these best practices. However, there remains room for improvement in the regulations in support of increased representation of underserved groups in gifted education. As well, there are ways that VDOE can support school divisions' work to reduce disparities between student representation in gifted education and school population. The following recommendations, if implemented, can support the Commonwealth's work to achieve equitable representation of students in gifted education.

Recommendations for further revisions to the Regulations Governing Educational Services for Gifted Students (8VAC20-40-10)

- The regulations should require school divisions to include in their local plan a clear operational definition of giftedness that is applicable to the local program for gifted education.
- The regulations should require that the goals and objectives of the local plan support the achievement of equitable representation of students in gifted education. The regulations should further require that the goals and objectives take into consideration the results of the evaluation of effectiveness as they relate to the equitable representation of students in gifted education.
- The regulations should require that the findings of the school division's annual evaluation of program effectiveness, prepared by the local advisory board, include indicators of the division's progress towards achieving equitable representation of students served in gifted education programs.
- The regulations adopted in March 2009 should be further revised to require that school divisions provide evidence of professional development for all instructional personnel based in the competencies specified in 8VAC20-542-310, which include gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled). This change would extend the requirement from *instructional personnel who deliver services within the gifted education program* to all instructional personnel who may be responsible for identification, referral, and delivery of instructional services of gifted students.

Recommendations for additional Technical Assistance from VDOE

Through technical assistance, VDOE should facilitate the following activities as school divisions strive to achieve equitable representation of students in gifted education:

- Provide information for local advisory committees and school boards that highlights their roles in the development, effectiveness review, and approval of local plans for gifted education, to include information on their role in achieving equitable representation.
- Revise the *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted* to reflect changes in the regulations, including changes that were developed to support the achievement of equitable representation of students in gifted education.
- Provide school divisions with increased access to data related to gifted students and guidance to support school divisions' work to analyze data and determine the extent to which gifted education programs are achieving equitable representation.
- Revise the *Virginia Plan for the Gifted* to support the public's understanding of Virginia's regulations for the education of gifted students.
- As part of VDOE's technical review of local plans developed under the final revised regulations, provide feedback on the quality of local methods of identification and referral as they relate to achieving equitable representation of students served in gifted education.
- Post on its Web site, division-level disaggregated data related to the participation of students in Virginia's gifted education programs.

Appendix A: Descriptive Statistics

Division-level descriptive statistics for all students enrolled in Virginia schools during the 2008-2009 school year are presented in Table A1. The mean is the average percent of students of each racial/ethnic and language subgroup across all divisions. The numbers for the mean percent of students of each racial/ethnic subgroup do not sum to 100 percent because there are also categories for "unspecified race", Native American Indian, and Hawaiian.

Table A1. Percent of enrolled students in the state and across all divisions by race/ethnicity, LEP status, and gifted status.

		Division level, n=132			
	Statewide	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**
Asian	5.6	1.8	2.6	0	18.5
White	56.6	66.2	24.1	2.1	99.8
Black	25.7	25.3	22.6	0	94.4
Hispanic	9.0	5.2	7.4	0	42.0
LEP	8.1	4.1	7.3	0	42.7
Gifted	15.23	9.9	5.3	1.2	38.9
Of students identified as gifted,					
Asian, identified as gifted	11.5	2.9	3.5	0.0	22.4
White, identified as gifted	67.7	80.7	17.2	8.5	100
Black, identified as gifted	11.8	12.9	15.6	0	88.4
Hispanic, identified as gifted	5.3	2.2	2.3	0	14.4
LEP, identified as gifted	3.4	0.7	1.3	0	7.7

As described in the main text, the sample was restricted to divisions where the percent of enrolled students of each subgroup was between 5 and 95 percent. The descriptive statistics for the restricted sample are presented in Table A2. For example, for the Asian subgroup the statistics presented are for the percent of Asian students among all students enrolled in the 10 divisions included in the sample.

Table A2. Characteristics of enrolled students in divisions included in restricted sample.*

	N divisions	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**
Asian	10	9.3%	4.2%	5.6%	18.5%
White	117	63.0%	22.2%	7.8%	94.8%
Black	107	30.7%	21.7%	5.0%	94.4%
Hispanic	36	13.4%	10.3%	5.4%	42.0%
LEP	25	15.3%	11.1%	5.0%	42.7%
Asian, identified as gifted	10	12.4%	4.6%	7.5%	22.4%
White, identified as gifted	117	79.2%	15.9%	17.8%	100%
Black, identified as gifted	107	15.7%	16.1%	0%	88.4%
Hispanic, identified as gifted	36	4.5%	3.0%	0%	14.4%
LEP, identified as gifted	25	2.3%	2.28%	0%	7.7%

*Note: Sample restricted to divisions where subpopulation is between 5% and 95% of all enrolled students.

Because other scholars use the Representation Index to describe disproportionality, calculations of the RI are presented in Table A3. After calculating the RI, it was transformed into the NRI displayed in Table A4. The transformation does not change the ordering of divisions, it merely rescales the Index to be relative to equal proportionality and have a standard deviation of 1.

Table A3. Representation Index (RI) for divisions in the restricted sample.

	Number of divisions	**Mean**	**Standard Deviation**	**Minimum**	**25th Percentile**	**Median**	**75th Percentile**	**Maximum**
Asian RI	10	1.45	.53	.78	1.09	1.37	1.72	2.52
White RI	117	1.39	.50	.64	1.09	1.24	1.54	5.12
Black RI	107	.45	.19	0	.34	.42	.55	.95
Hispanic RI	36	.39	.19	0	.24	.38	.48	.98
LEP RI	25	.15	.13	0	.06	.11	.24	.50

Table A4. Normalized Representation Index (NRI) for divisions in the restricted sample

	Number of divisions	**Mean**	**Standard Deviation**	**Values Used in Boxplots, figure 2**				
				Minimum	**25th Percentile**	**Median**	**75th Percentile**	**Maximum**
Asian NRI	10	.86	1	-.42	.16	.70	1.37	2.89
White NRI	117	.77	1	-.71	.17	.47	1.06	8.17
Black NRI	107	-2.93	1	-5.30	-3.50	-3.07	-2.37	-.27
Hispanic NRI	36	-3.16	1	-5.21	-3.95	-3.24	-2.72	-.08
LEP NRI	25	-6.34	1	-7.49	-7.06	-6.65	-5.70	-3.78

Appendix B: Association between the NRI and Division Demographic Variables

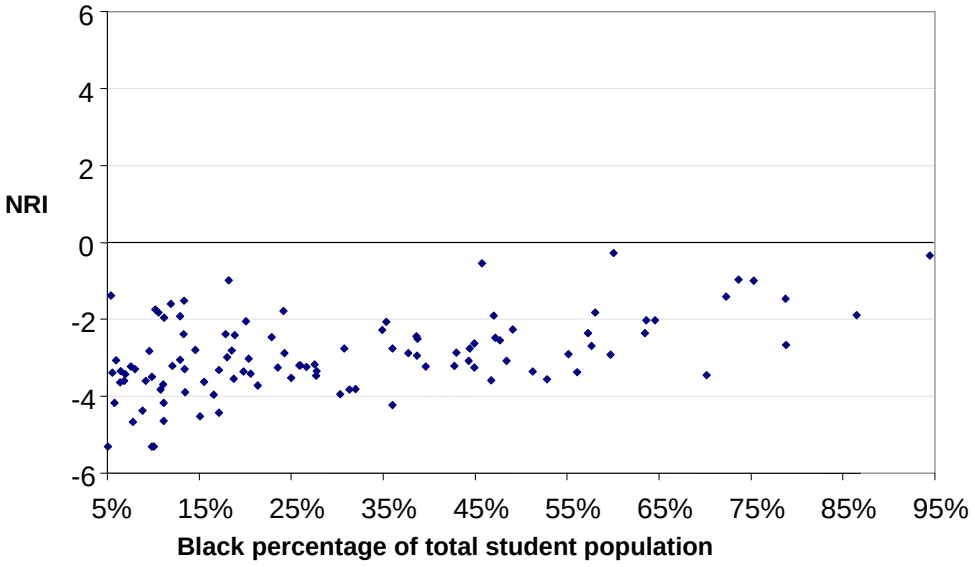
A variety of factors outside the schools may be associated with the probability of students being identified as gifted. An analysis was conducted to explore associations between the NRI and the racial composition of school divisions, the type of locality (city, suburb, town, rural), and other demographic and economic characteristics of these communities.

Racial Composition of School Divisions

To explore the associations between the NRI and the racial makeup of school divisions, scatterplots were generated that display, by division, a group's NRI plotted against that group's proportional representation of division enrollment.

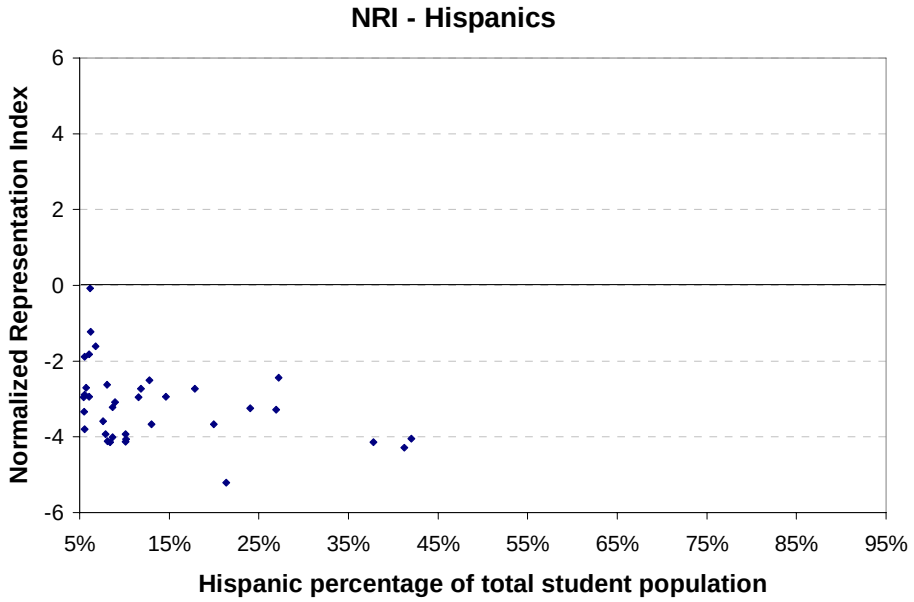
As Figure B1 shows, the NRIs for Black students tend to increase as the proportional representation of the group in the total population increases. This indicates that as the proportion of Blacks increases in the division population, the group's proportion of students identified as gifted also increases. The regression analysis (see Table C2 in the appendix) confirms this result. The regression with Black NRI as the dependent variable shows a significant negative correlation between the White and Hispanic shares of a division's student population and the NRI measure for Blacks. This result indicates that as the White population decreases, the proportional representation of Blacks in gifted programs increases.

Figure B1. Black percentage of division population and NRI



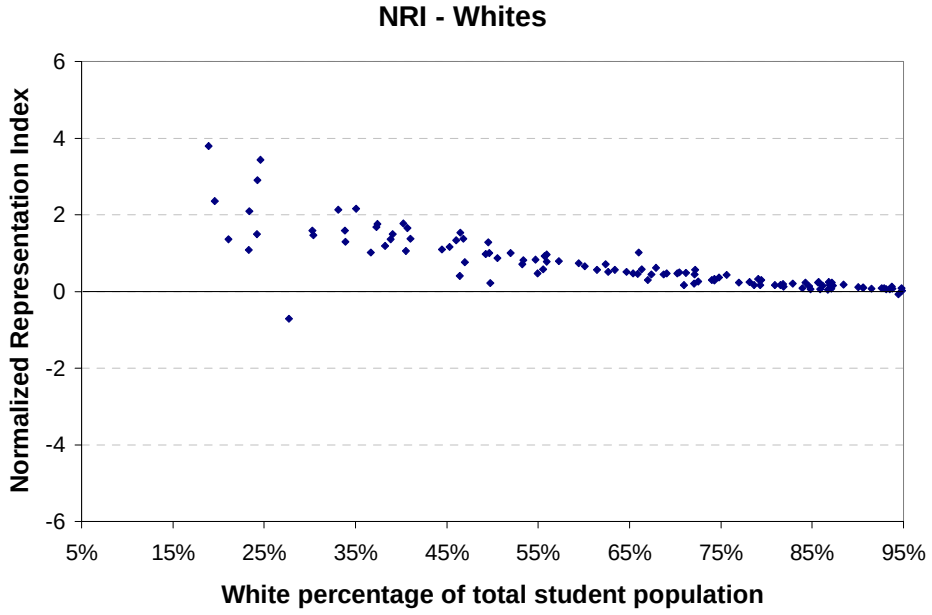
For Hispanic students, the graphical analysis in Figure B2 suggests no strong relationship between the proportional representation of other racial/ethnic groups in school divisions' student populations and the degree of disproportionality of Hispanic students.

Figure B2. Hispanic percentage of division population and NRI



For Whites, the NRI increases when the White share of the overall student population decreases. This association is apparent even when Whites constitute a relatively small proportion of student enrollment. All the divisions with an NRI between 2 and 4 for White student overrepresentation also have a White share of the total student population that is below about 35 percent. Again, regression analysis (Table C1) confirms the graphical result. The NRI measure for White students is positively correlated with the proportion of Black and Hispanic students enrolled: as the proportion of Black and Hispanic students increases, the degree of White overrepresentation increases.

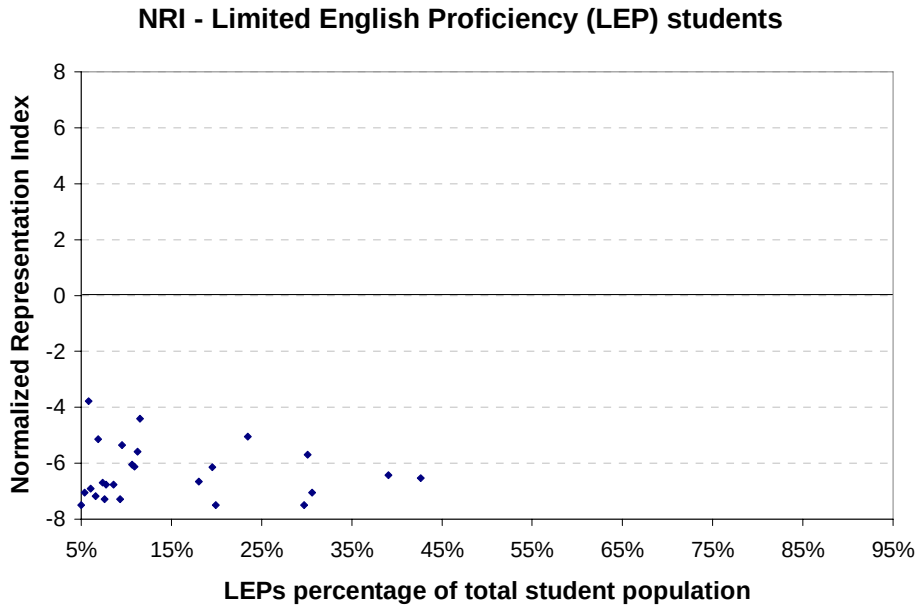
Figure B3. White percentage of division population and NRI



Limited English Proficiency Students

Figure B4 shows the association between the NRI measure for LEP students and the percent of LEP students in each school division. There is not a strong association between the percent of LEP students in a division and the NRI for LEP students.

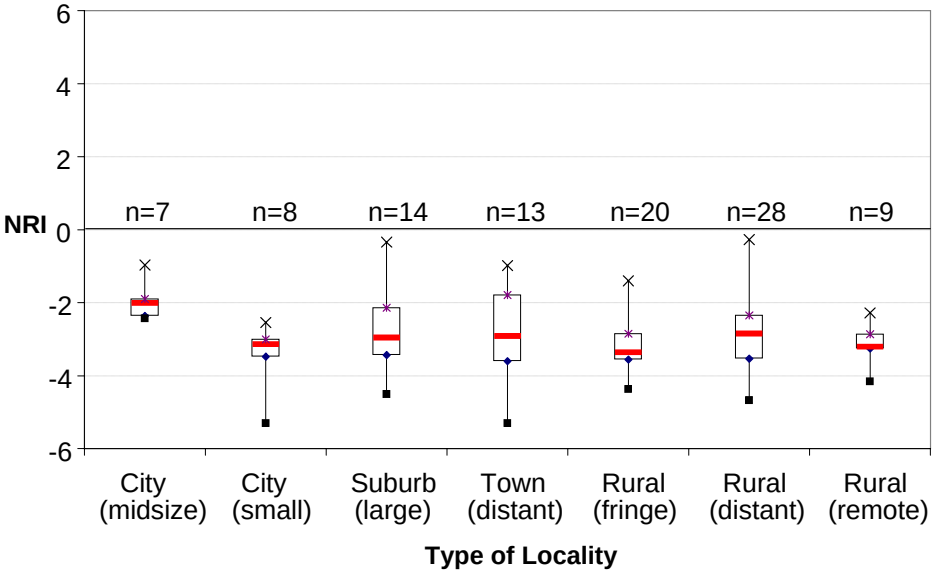
Figure B4. LEP percentage of division population and NRI



Disproportionality by Type of Locality

For Black students (the only minority group for which there were sufficient observations to perform the box plot analysis by locality), the distribution of NRIs is fairly similar across locality types — except in mid-sized cities, where the distribution is shifted upward and the median NRI is higher (see Figure B5). In the regression analysis (discussed next), however, the type of locality is not highly, significantly correlated with the NRI once additional local demographic and economic factors are controlled for.

Figure B5. NRI for Black students by type of locality



Locality types were based on the Common Core of Data's new urban-centric locality codes (from http://nces.ed.gov/ccd/rural_locales.asp):

- **Large City:** Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
- **Midsize City:** Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- **Small City:** Territory inside an urbanized area and inside a principal city with population less than 100,000.
- **Large Suburb:** Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- **Midsize Suburb:** Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
- **Small Suburb:** Territory outside a principal city and inside an urbanized area with population less than 100,000.
- **Fringe Town:** Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- **Distant Town:** Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
- **Remote Town:** Territory inside an urban cluster that is more than 35 miles from an urbanized area.
- **Fringe Rural:** Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
- **Distant Rural:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- **Remote Rural:** Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Local Community Demographic and Economic Variables

Regression analyses were used to explore the potential associations between other demographic and economic variables and gifted disproportionality, while controlling for variables that the scatterplot and box plot analyses showed to be important, such as the racial composition of division student populations.

No statistically significant associations were found between the variables used and the NRI for Blacks.

Two statistically significant results were found for White students (Table C1). The level of White student overrepresentation in gifted programs was positively correlated with the number of adults with a college degree in a given locality. The second result was a negative correlation between the per-capita income of a county and the NRI measure for White students. In other words, wealthier counties tend to have lower levels of White overrepresentation among students identified as gifted.

For Hispanic students, the results showed a negative correlation between the proportion of adults in the labor force in a county and the Hispanic NRI measures. As employment rates in a locality rise, the degree of Hispanic student underrepresentation in students identified as gifted rises.

Appendix C: Regression Analysis

Regression analysis provides a useful complement to the graphical analysis discussed above. Regression analysis allows consideration of multiple potential correlations simultaneously. It provides a method for considering relationships between two variables while holding constant additional variables of interest. In each of the regressions reported below, the dependent variable is the NRI for the group listed, while the explanatory variables are those listed under the "variables" heading.

The data sources and variables used in the regressions are listed below:

Virginia Department of Education-Division Level

Racial Makeup of Student Population

- Percent White (K-12 enrollments)
- Percent Black (K-12 enrollments)
- Percent Asian (K-12 enrollments)
- Percent Hispanic (K-12 enrollments)

Other Characteristics of Student Population

- Percent students with disabilities (K-12 enrollments)
- Percent disadvantaged (K-12 enrollments)
- Percent LEP (K-12 enrollments)

Common Core of Data-Division Level

Type of Location

- Dummy variables for the urban-centric locale codes
- Large city
- Mid-size city
- Small city
- Large suburb
- Mid-size suburb
- Small suburb
- Fringe town
- Remote town
- Distant town
- Fringe rural
- Remote rural
- Distant rural

Community Demographics (from Census 2000)

- Adults with a college degree or above
- Seniors in population
- Children in population

Community Economic Conditions (from Census 2000)

- Adult labor force participation rate
- Median family income (in thousands)
- Poverty rate

Interpreting Regressions

Coefficients. Coefficients provide information about the nature of the linear association between the dependent variable and an explanatory variable. If the coefficient associated with the explanatory variable is positive, the dependent variable tends to increase as the explanatory variable increases. If the coefficient is negative, the dependent variable tends to fall as the explanatory variable increases. The size of the coefficient describes the size of the effect of the explanatory variable on the dependent variable.

Standard Errors. The column marked "SE" provides the standard error of the coefficient, a measure of variance or dispersion. The smaller the SE, the more precisely the variable is measured.

P-value: The p-value describes the probability that the observed value of the coefficient would occur if there was no impact of the variables in the population and is used to determine whether there is a statistical effect of the variable. Typically, coefficients are considered statistically significant when they have p-values of less than .05 (5 percent). Sometimes a less stringent significance level of .10 (10 percent) is used.

Note that the coefficients, standard errors, and p-values are all interrelated. Larger coefficients (effect sizes) and smaller standard errors (precision of estimates) will generate higher T-statistics and lower P-values, meaning that there is a greater chance of rejecting the hypothesis that the coefficient is zero, and less likely to make a false positive error.

R^2: The R^2 ("r-squared") measures the percentage of the variability in the dependent variable that is statistically accounted for by the explanatory variables. It is a measure of the "fit" of the regression.

Regression Results

Table C1. Regression of White Students' NRIs

Variable	Coefficient*	Standard Error	p-value
Racial makeup of student body (% of total division enrollments)			
Black	**3.13**	(0.46)	0.000
Hispanic	**6.86**	(2.57)	0.049
Asian	-4.76	(4.54)	0.297
Other student characteristics (% of total division enrollments)			
Student with disability	**6.96**	(2.49)	0.006
Economically disadvantaged	**-2.42**	(0.77)	0.002
Limited English proficiency	1.95	(4.44)	0.662
White x LEP interaction term	-8.00	(6.05)	0.189
Locality type			
Mid-sized city	0.38	(0.35)	0.287
Small city	0.11	(0.32)	0.718
Large suburb	0.13	(0.32)	0.686
Distant town	0.09	(0.29)	0.742
Fringe rural	0.23	(0.27)	0.407
Distant rural	-0.01	(0.26)	0.981
Remote rural	-0.07	(0.31)	0.828
Community demographics (% of population)			
Adults with college degree	5.22	(1.63)	0.002
Seniors	2.36	(2.31)	0.309
Children	4.39	(3.39)	0.199
Community economic conditions			
Adult labor force participation rate	-0.55	(1.40)	0.691
Median family income ($K)	**-0.04**	(0.02)	0.024
Poverty rate	4.24	(2.26)	0.064
Constant	-0.75	(1.41)	0.593
N	117		
R-squared	0.722		
F(20,96)	12.48		
Prob>F	0.000		

*** Coefficients in bold are statistically significant, p<0.05.**

Table C2. Regression of Black Students' NRIs

Variable	Coefficient*	Standard Error	p-value
Racial makeup of student body (% of total division enrollments)			
White	**-2.68**	(0.66)	0.000
Hispanic	-7.58	(5.36)	0.160
Asian	-0.12	(6.81)	0.986
Other student characteristics (% of total division enrollments)			
Student with disability	1.39	(3.67)	0.706
Economically disadvantaged	0.25	(1.16)	0.828
Limited English proficiency	4.89	(5.70)	0.393
Locality type			
Mid-sized city	0.28	(0.53)	0.591
Small city	-0.29	(0.47)	0.531
Large suburb	0.09	(0.47)	0.851
Distant town	0.62	(0.43)	0.152
Fringe rural	0.18	(0.41)	0.664
Distant rural	0.37	(0.39)	0.345
Remote rural	0.31	(0.48)	0.525
Community demographics (% of population)			
Adults with college degree	-1.87	(2.45)	0.448
Seniors	-5.79	(3.41)	0.093
Children	-1.63	(5.15)	0.752
Community economic conditions			
Adult labor force participation rate	0.18	(2.13)	0.932
Median family income ($K)	0.02	(0.03)	0.348
Poverty rate	0.37	(3.34)	0.913
Constant	-1.49	(2.26)	0.513
N	107		
R-squared	0.394		
F(20,96)	2.97		
Prob>F	0.000		

*** Coefficients in bold are statistically significant, $p<0.05$.**

Table C3. Regression of Hispanic Students' NRIs

Variable	Coefficient*	Standard Error	p-value
Other student characteristics (% of total division enrollments)			
Limited English proficiency	**4.59**	(1.54)	0.006
Locality type			
Mid-sized city	**1.54**	(0.51)	0.006
Fringe rural	-0.55	(0.39)	0.173
Distant rural	**-1.23**	(0.56)	0.036
Community demographics (% of population)			
Adults with college degree	-1.23	(1.42)	0.394
Seniors	0.13	(4.20)	0.975
Community economic conditions			
Adult labor force participation rate	**-11.50**	(3.11)	0.001
Poverty rate	-10.20	(5.16)	0.060
Constant	8.18	(2.90)	0.009
N	36		
R-squared	0.559		
F(20,96)	4.26		
Prob>F	0.002		

**** Coefficients in bold are statistically significant, p<0.05.**

Notes on the NRI Regressions

In each regression, the group's own share of the school division's population was omitted from the list of explanatory variables. This was because the dependent variable (NRI) is partially constructed from the group's own share, and the two values will necessarily be correlated with each other. For the Hispanic group NRI regression, there were only 36 observations, which make it impossible to include the full list of variables used in the other groups' regressions.

Appendix D: Measures of Representation

The following table shows three measures that determine students' proportional representation in gifted education in Virginia. Data are presented for student subgroups as currently defined for purposes of federal accountability. As described in the main text of this report, indices were calculated for subgroups in divisions in which the subgroup population comprised five to 95 percent of the total student population. Blank cells indicate that the group representation comprised less than five or greater than 95 percent of the population.

Table D1. Measures of representation of students identified as gifted by school division.

	Representation Index					Normalized Representation Index					Risk Ratio				
	Student Subgroup					Student Subgroup					Student Subgroup				
School Division Name	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**
Accomack County		1.58	0.53	0.43	0.19		1.16	-2.51	-2.94	-6.04		3.06	0.41	0.40	0.18
Albemarle County		1.17	0.27	0.27	0.11		0.33	-3.89	-3.80	-6.70		2.25	0.24	0.26	0.10
Alleghany County		1.05	0.39				0.10	-3.22				2.08	0.37		
Amelia County		1.24	0.48				0.47	-2.76				2.24	0.39		
Amherst County		1.23	0.40				0.47	-3.20				2.60	0.33		
Appomattox County		1.31	0.26				0.62	-3.94				3.86	0.19		
Arlington County	1.05	1.39	0.64	0.53	0.24	0.10	0.77	-1.92	-2.44	-5.70	1.06	2.12	0.61	0.45	0.18
Augusta County		1.03					0.06					1.67			
Bath County															
Bedford County		1.08	0.18				0.17	-4.37				2.50	0.16		
Bland County															
Botetourt County		1.04					0.07					2.19			
Brunswick County		2.19	0.73				2.36	-1.46				3.08	0.36		
Buchanan County															
Buckingham County		1.47	0.40				0.93	-3.21				3.58	0.27		
Campbell County		1.12	0.44				0.24	-2.98				1.99	0.39		
Caroline County		1.42	0.46				0.83	-2.88				2.89	0.34		
Carroll County		1.04					0.08					4.47			
Charles City County		0.64	0.95				-0.71	-0.27				0.56	0.88		
Charlotte County		1.28	0.57				0.56	-2.28				2.33	0.46		
Chesterfield County		1.37	0.35	0.25			0.74	-3.47	-3.93			3.05	0.28	0.23	
Clarke County		1.08	0.31	0.43			0.16	-3.64	-2.96			2.12	0.30	0.42	
Craig County															

	Representation Index					Normalized Representation Index					Risk Ratio				
	Student Subgroup					Student Subgroup					Student Subgroup				
School Division Name	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**
Culpeper County		1.26	0.33	0.48	0.31		0.51	-3.54	-2.73	-5.14		2.35	0.29	0.44	0.30
Cumberland County		1.49	0.39				0.97	-3.26				2.84	0.26		
Dickenson County															
Dinwiddie County		1.39	0.45				0.77	-2.94				2.76	0.33		
Essex County		1.83	0.36				1.65	-3.37				4.29	0.20		
Fairfax County	1.21	1.20	0.66	0.48	0.33	0.41	0.40	-1.82	-2.73	-5.04	1.28	1.46	0.63	0.43	0.27
Fauquier County		1.16	0.30	0.31			0.32	-3.69	-3.59			2.98	0.28	0.29	
Floyd County		1.03					0.07					2.00			
Fluvanna County		1.12	0.55				0.23	-2.39				1.85	0.50		
Franklin County		1.11	0.21				0.23	-4.18				2.90	0.19		
Frederick County		1.10	0.36	0.38			0.20	-3.38	-3.22			2.00	0.35	0.36	
Giles County															
Gloucester County		1.03	0.67				0.06	-1.74				1.24	0.65		
Goochland County		1.24	0.34				0.47	-3.52				2.83	0.28		
Grayson County		1.07					0.13								
Greene County		1.07	0.63				0.13	-1.96				1.52	0.60		
Greensville County		1.76	0.74				1.50	-1.40				2.32	0.44		
Halifax County		1.44	0.53				0.88	-2.47				2.63	0.38		
Hanover County		1.07	0.34				0.14	-3.49				1.77	0.32		
Henrico County	1.78	1.67	0.20		0.08	1.48	1.34	-4.23		-6.91	1.87	3.93	0.14		0.07
Henry County		1.29	0.46	0.21	0.04		0.58	-2.87	-4.11	-7.17		3.06	0.39	0.20	0.04
Highland County															
Isle of Wight County		1.36	0.28				0.71	-3.81				3.38	0.21		
King George County		1.23	0.39				0.45	-3.24				2.30	0.33		
King and Queen County		1.11	0.90				0.22	-0.54				1.25	0.83		
King William County		1.13	0.61				0.25	-2.05				1.71	0.56		
Lancaster County		1.69	0.37				1.37	-3.36				4.32	0.22		
Lee County															
Loudoun County	0.97	1.26	0.38	0.29	0.03	-0.05	0.51	-3.29	-3.67	-7.28	0.97	2.22	0.36	0.27	0.03
Louisa County		1.23	0.30				0.45	-3.72				2.95	0.25		
Lunenburg County		1.51	0.46				1.00	-2.87				3.32	0.33		

	Representation Index					Normalized Representation Index					Risk Ratio				
	Student Subgroup					Student Subgroup					Student Subgroup				
School Division Name	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**
Madison County		1.08	0.43				0.17	-3.04				1.73	0.39		
Mathews County		1.13	0.12				0.25	-4.64				4.67	0.11		
Mecklenburg County		1.65	0.32				1.29	-3.59				4.53	0.20		
Middlesex County		1.25	0.40				0.49	-3.20				3.21	0.33		
Montgomery County		1.03	0.42				0.07	-3.07				1.29	0.41		
Nelson County		1.22	0.17				0.43	-4.43				3.81	0.14		
New Kent County		1.08	0.47				0.17	-2.80				1.68	0.43		
Northampton County		1.89	0.42	0.52	0.41		1.76	-3.07	-2.51	-4.41		4.02	0.27	0.48	0.38
Northumberland County		1.49	0.39				0.96	-3.23				3.88	0.28		
Nottoway County		1.50	0.51				1.00	-2.62				2.99	0.36		
Orange County		1.15	0.54				0.29	-2.42				1.99	0.49		
Page County		1.01					0.03					1.33			
Patrick County		1.12	0.12				0.23	-4.67				5.14	0.11		
Pittsylvania County		1.25	0.39				0.49	-3.23				3.09	0.32		
Powhatan County		1.08	0.47				0.15	-2.82				2.24	0.44		
Prince Edward County		1.69	0.49				1.36	-2.69				2.99	0.29		
Prince George County		1.36	0.48	0.64			0.71	-2.76	-1.89			2.29	0.37	0.62	
Prince William County	1.53	1.54	0.54	0.38	0.18	1.01	1.06	-2.46	-3.25	-6.15	1.60	2.42	0.47	0.31	0.15
Pulaski County		1.06	0.35				0.11	-3.42				2.14	0.34		
Rappahannock County		1.05	0.21				0.10	-4.17				2.01	0.20		
Richmond County		1.33	0.28	0.98			0.66	-3.83	-0.08			2.66	0.21	0.98	
Roanoke County		1.03	0.37				0.07	-3.35				1.35	0.35		
Rockbridge County		1.05					0.09					2.59			
Rockingham County		1.09		0.20	0.03		0.17		-4.14	-7.29		3.35		0.19	0.03
Russell County															
Scott County															
Shenandoah County		1.12		0.22	0.06		0.24		-4.07	-7.05		3.89		0.20	0.06
Smyth County															
Southampton County		1.41	0.48				0.82	-2.75				2.68	0.34		
Spotsylvania County		1.23	0.37	0.50			0.46	-3.35	-2.62			2.24	0.32	0.48	
Stafford County		1.29	0.36	0.41			0.57	-3.41	-3.09			2.55	0.31	0.38	

	Representation Index					Normalized Representation Index					Risk Ratio				
	Student Subgroup					Student Subgroup					Student Subgroup				
School Division Name	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**
Surry County		1.65	0.62				1.29	-2.02				2.48	0.37		
Sussex County		1.69	0.81				1.36	-1.00				2.07	0.52		
Tazewell County															
Warren County		1.09	0.32				0.17	-3.59				2.57	0.31		
Washington County															
Westmoreland County		1.76	0.57	0.24	0.10		1.50	-2.27	-3.93	-6.77		3.41	0.41	0.23	0.09
Wise County															
Wythe County		1.04					0.09					2.36			
York County	1.96	1.09	0.32			1.84	0.17	-3.62			2.10	1.38	0.28		
Alexandria City	1.20	2.46	0.54	0.37	0.06	0.37	2.90	-2.44	-3.29	-7.06	1.21	4.63	0.42	0.30	0.04
Bristol City		1.12	0.00				0.25	-5.30				6.12	0.00		
Buena Vista City		1.04	0.00				0.07	-5.30				1.68	0.00		
Charlottesville City		1.70	0.42	0.36	0.25		1.38	-3.07	-3.34	-5.59		3.30	0.29	0.35	0.23
Colonial Heights City		1.19	0.15				0.37	-4.51				2.67	0.13		
Covington City		1.08	0.81				0.16	-0.98				1.56	0.78		
Danville City		2.73	0.35				3.43	-3.45				6.28	0.14		
Falls Church City	0.78	1.14	0.74	0.23	0.18	-0.42	0.28	-1.38	-4.01	-6.13	0.76	1.95	0.73	0.21	0.17
Fredericksburg City		1.60	0.64	0.43	0.29		1.19	-1.91	-2.95	-5.36		2.54	0.49	0.40	0.27
Galax City		1.52	0.00	0.00	0.00		1.02	-5.30	-5.21	-7.49			0.00	0.00	0.00
Hampton City		1.74	0.62				1.47	-2.02				2.57	0.37		
Harrisonburg City		1.78	0.39	0.20	0.13		1.54	-3.21	-4.14	-6.54		5.45	0.36	0.14	0.08
Hopewell City		1.85	0.45	0.76			1.69	-2.90	-1.22			3.74	0.27	0.75	
Lynchburg City		1.89	0.33				1.77	-3.56				4.76	0.19		
Martinsville City		2.08	0.45	0.44	0.50		2.13	-2.92	-2.94	-3.78		4.44	0.25	0.42	0.48
Newport News City		1.80	0.56	0.69			1.58	-2.35	-1.61			2.75	0.35	0.68	
Norfolk City		2.06	0.55				2.10	-2.36				3.04	0.31		
Norton City		1.03	0.70				0.05	-1.60				1.23	0.67		
Petersburg City			0.94					-0.34					0.45		
Portsmouth City		1.55	0.82				1.09	-0.97				1.86	0.54		
Radford City		1.04	0.38				0.09	-3.29				1.34	0.35		
Richmond City		5.12	0.64				8.17	-1.89				7.87	0.20		

	Representation Index					Normalized Representation Index					Risk Ratio				
	Student Subgroup					Student Subgroup					Student Subgroup				
School Division Name	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**	**Asian**	**White**	**Black**	**Hispanic**	**LEP**
Roanoke City		1.56	0.52	0.45	0.10		1.10	-2.54	-2.88	-6.77		2.81	0.36	0.43	0.09
Staunton City		1.11	0.66				0.21	-1.79				1.52	0.60		
Suffolk City		1.51	0.66				1.02	-1.82				2.16	0.45		
Virginia Beach City	1.52	1.29	0.40	0.65		1.00	0.58	-3.17	-1.82		1.57	2.04	0.33	0.64	
Waynesboro City		1.28	0.25	0.21	0.00		0.56	-3.96	-4.13	-7.49		4.87	0.22	0.19	0.00
Williamsburg-James City County		1.22	0.43	0.48			0.44	-3.03	-2.70			2.40	0.37	0.47	
Winchester City		1.40	0.47	0.30	0.11		0.79	-2.81	-3.66	-6.65		3.03	0.42	0.25	0.09
Franklin City		2.91	0.50				3.79	-2.67				5.27	0.17		
Chesapeake City		1.24	0.61				0.47	-2.06				1.75	0.50		
Lexington City		1.15	0.32				0.29	-3.60				2.68	0.30		
Salem City		1.10	0.28				0.20	-3.83				2.20	0.26		
Poquoson City		0.96					-0.07					0.60			
Manassas City		2.09	0.37	0.22	0.14		2.16	-3.32	-4.05	-6.43		5.10	0.33	0.14	0.09
Manassas Park City	2.52	1.80	0.55	0.18	0.00	2.89	1.59	-2.38	-4.28	-7.49	2.86	3.05	0.52	0.11	0.00
Colonial Beach		1.15	0.37				0.29	-3.34				1.64	0.30		
West Point		1.08	0.71				0.16	-1.51				1.57	0.68		

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Board of Education Agenda Item

Item: B. **Date:** May 27, 2010

Topic: Second Review of Revisions to *Regulations Governing Pupil Transportation*

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

Telephone Number: (804) 225-2025 **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:

____ No previous board review/action

_X___ Previous review/action
date November 20, 2008
action Accepted for first review proposed revisi ons to the regu lations and approval to con tinue with the regulatory process under the Virginia Administrative Process Act.

Background Information:

The *Regulations Governing Pupil Transportation* (8 VAC20-70) was last revised in 2004. Since that time, statutory provisions related to the content of these regulations have been enacted or amended resulting in inconsistent or conflicting requirements. In addition, areas of the current regulations needing clarification or flexibility have been identified, as well as content from the 2005 National School Transportation Specifications and Procedures and federal requirements for incorporation into the regulations.

The Board of Education gave approval at its October 2007 meeting for the department to begin the regulatory revision process. In accordance with the Virginia Administrative Process Act (VAPA), a NOIRA was published in the Virginia Register of Regulations in January 2008 of the Board of Education's intent to conduct a comprehensive review of the current regulations. The NOIRA was posted for 30 days for public comment. Three comments were received and they dealt with the school bus specifications instead of the regulations.

At its November 2008 meeting, the Board of Education accepted for first review proposed revisions to the regulations and approved the department to continue with the regulatory revision process. Key changes proposed in the first review version of the regulations included additional requirements for activity buses similar to those for yellow school buses, restrictions on daily driving hours, restrictions on students standing on buses, revisions to the Preventive Maintenance Manual, changes in the bus maintenance schedule, changes and clarifications to training requirements, and crash reporting changes.

Executive branch review of the proposed regulations occurred during winter-spring 2009. The proposed regulations were published in the Virginia Register in August 2009 and posted on the Town Hall and department Web sites for a 60-day public comment period from August 17 through October 16, 2009. Three public hearings were held across the state (Roanoke, Chesapeake, and Fairfax) in September 2009 to receive public comment. Comments were received from two regional transportation directors' groups, 12 school divisions, and one private company, local educational association, private citizen, and school bus dealer.

Summary of Major Elements:

The public comments were compiled and a local review committee was convened to review the comments and provide recommendations for further revisions to the regulations. The review committee consisted of pupil transportation personnel (six pupil transportation directors, one assistant director, six mechanics, and five driver trainers) representing school divisions from each of the eight superintendents' regions, one representative from the State Police, and three Department of Education pupil transportation staff.

The committee reviewed and discussed the public comments and made recommendations on the proposed revisions to the regulations. Attachment A is a summary of the revisions to the regulations as initially proposed and the public comments received on each section. The third column of Attachment A indicates changes recommended by the review committee or department pupil transportation staff. Attachment B contains the latest proposed revisions to the regulations. The second review version of the regulations maintains most of the changes proposed in the first review version and reduces or streamlines preventive maintenance, crash reporting, and bus route review requirements.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for second review the latest proposed revisions to the *Regulations Governing Pupil Transportation* and authorize the latest revised version of the regulations to be placed on the Town Hall and Department of Education Web sites for a 30-day public comment period.

Impact on Resources:

The impact on resources of the proposed revisions to these regulations is not expected to be significant.

Timetable for Further Review/Action:

Following the 30-day comment period, it is anticipated that a final version of the regulations will be presented to the board at its July meeting for final review and adoption. The adopted version of the regulations would then continue with the final steps of the VAPA process before becoming effective.

Attachment A

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
8VAC20-70-10. Definitions. The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise: "Classroom instruction" means training provided by a qualified driver instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, or similar means. Instruction occurring outside a classroom is included if it does not involve actual operation of a school bus and its components by the student. "Color-black" means federal standard No. 595, black. "Color-yellow" means national school bus yellow SBMTC color standard 008. "Multifunction School Activity Bus (MFSAB)"/(school activity bus) means a school bus whose purposes do not include transporting students to and from home or school bus stops, as defined in 49 CFR 571.3. This subcategory of school bus meets all Federal Motor Vehicle Safety Standards (FMVSS) for	**Fairfax** – Does the added definition of "vehicle" create a new question on acceptable vehicle capacity? If the vehicle in question is not operated at public expense, then does it need to meet the nonconforming bus standard? For example, a 15 passenger van used by a parent to transport a group of students or an after-school care provider that comes to pick-up students at the end of the school day would currently be expected to meet the standard. But this definition seems to imply that if the vehicle is not used to transport students at public expense then the rule may not be applicable to that vehicle. This new definition also seems to imply for the first time that the transport of personnel and not just students could be a factor. Was that the intent? **Frederick County Transportation Director** – Type A bus – Entrance Door location removed, but not for Types B, C, D. Why? **Frederick County Transportation Director**– Type A, B school bus – would either/both have dual tires?	Minor, clarifying language changes to "school bus" definition.

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
school buses and meets all regulations for school buses, except the traffic control devices, identification, color, use of cruise control, and seating requirements. "Nonconforming bus" means any vehicle designed to carry more than 10 passengers that is used to transport children to or from school or school-related activities that does not meet the federal standards, 49 CFR part 571, specific to school buses or multifunction school activity buses. These vehicles are not approved for transporting students to and from school or school-related activities. "School bus" means any motor vehicle ~~described in this chapter as "Type A1 and A2," "Type B1 and B2," "Type C," or "Type D," which is designed and used for the transportation of pupils,~~ other than a station wagon, automobile, truck, or commercial bus, which is: (i) designed and used primarily for the transportation of pupils to and from public, private or religious schools, or used for the transportation of the mentally or physically handicapped to and from a		

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
sheltered workshop; (ii) painted yellow and bears the words "School Bus" in black letters of a specified size on the front and rear, and (iii) ~~which~~ is equipped with ~~the required~~ warning devices ~~as stated~~ prescribed in §46.2-~~100~~ 1090. A yellow school bus may have a white roof provided such vehicle is painted in accordance with regulations promulgated by the Department of Education. ~~Note: This definition includes school buses owned and operated by school boards, private contractors, local governments, and transit systems that are used for the transportation of public school pupils.~~ "Specially equipped bus" means a school bus designed, equipped, or modified to accommodate students with special needs. "Type A school bus" ~~means~~ is a ~~van~~ conversion ~~or~~ bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. ~~The entrance door is behind the front wheels.~~ This definition includes two classifications. Type A1, with a Gross Vehicle Weight Rating (GVWR) ~~less than or equal to 10,000~~ of		

Attachment A

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
14,500 pounds or less; and Type A2, with a GVWR greater than 14,500 pounds but less than or equal to ~~greater than 10,000~~ 21,500 pounds. "Type B school bus" ~~means a bus with a body~~ is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B1, with a GVWR ~~less than or equal to~~ of 10,000 pounds or less; and Type B2, with a GVWR greater than 10,000 pounds. "Type C (Conventional) school bus" ~~means a bus with~~ is a body ~~constructed utilizing an~~ installed upon a flat-back cowl chassis with a hood and ~~front fender assembly~~ fenders. ~~The entrance door is behind the front wheels~~. This definition shall include two classifications: Type C1, with a GVWR range of 17,500 pounds with a design seating capacity range from 16 to 30 persons; and Type C2 with a GVWR of more than 21,500 pounds, designed for carrying more than 30 persons. The engine is in front of the windshield and the entrance door is behind the front wheels. Both Type C1 and Type C2 must be equipped with dual		

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
rear tires. "Type D school bus" means a bus with a body constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels. This bus is also known as a rear engine or front engine transit style school bus. "Vehicle" means any vehicle owned or operated by, or owned or operated by any person under contract with, a county, city, town or school board in which any school pupils or personnel are transported at public expense to or from any public school.		
8VAC20-70-31. Driving more than thirteen hours in a twenty-four hour period prohibited. Pursuant to §46.2-812, no person shall operate any school bus, school activity bus or school activity vehicle for more than thirteen hours in any period of twenty-four hours or for a period which, when added to the time such person may have driven any vehicle in any other state, would make an aggregate of more	**Fairfax** – I like having a set amount of hours and 13 seems fair. I also like the idea of placing responsibility on the driver to report time driving other commercial vehicles to ensure we don't schedule them to run at or over the 13 hours. However, I am unsure of the practicality of having the requirement to report all hours driven prior to operating a school bus each time. It might be better to require that the driver report all hours worked or hours driving a	8VAC20-70-31. Driving time. Driving time for operators of any school bus, school activity bus, or school activity vehicle, shall be pursuant to Section 46.2-812, Code of Virginia. **Change wording to refer back to the Code of Virginia for consistency with the Code provision.**

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
than thirteen hours in any twenty-four hour period. Drivers of other commercial vehicles shall report all hours driven prior to operating a school bus, school activity bus or school activity vehicle. No owner of any vehicle shall cause or permit it to be driven in violation of this section.	commercial vehicle prior to driving a bus if the total hours are expected to reach 13 hours in a 24 hours period. Further, are we missing part of the feds concern by just saying "time driving a commercial vehicle" and not "time performing a safety sensitive duty." For example, is allowing a mechanic or an air traffic controller to work 10 hours in a safety sensitive job and then drive a school bus field trip for 4 more hours any less safe than allowing a truck driver to do the same? **Spotsylvania County Transportation Director** – I know it will not be popular with my peers but I believe driving time should be changed to include hours on duty. It is a constant battle for me to prevent trips where the driver leaves at 9:00 a.m. for a 3-hour drive, spends 10-11 hours at an event sometimes making occasional shuttle trips for food, etc. and then drive back at midnight. Actual driving time may be just 6-8 hours but on duty time far exceeds that. "Pursuant to §46.2-812, no person shall operate…" should be changed to include all on duty hours and not just driving hours. A driver who has been on duty for many hours is tired and may be unsafe even when all time on duty are not driving	

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	hours. **Prince William County Transportation Director** – In this context, what does the term "operate" mean? Does it literally mean the actual driving time or is it the amount of time on duty including pre-trip inspections, waiting, eating, etc. Recommend it be amended to state 13 continuous hours <u>on duty</u>. **Region 2 Directors** – The vagueness of this topic was discussed and possible implications of not having drivers available for late evening/night trips could present a challenge. We need to have our own description on what is working/driving time and how it should be considered/applied towards the 13 hours allowed in a 24 hour period. What is work time vs. what is wait time and how/what time is counted towards the 13 hours. **Virginia Beach City Transportation Director and Region 2 Directors** – Need to define driving time (does it include layovers, paperwork, etc.) **Region 3 Directors** – Members request the information be more detailed in the section. Is this driving hours, working hours for division, etc. **Montgomery County Transportation Director** – I think we need to address on-	

Attachment A

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	duty hours for school bus drivers, and not just driving hours. Trips may only include 13 or less driving hours, but if a driver departs from a school at 5 am and returns at midnight, that can be very unsafe.	
8VAC20-70-40. Seating. The number of pupils who may ride a school bus shall be determined by the total number who can be seated on the seat cushion facing forward, safely seated within the seating compartment and shall not exceed the manufacturer's capacity. ~~During the first 30 instructional days of the school year standees may be permitted for short distances in the aisle back of the driver's seat.~~ Pupils may not be permitted to stand ~~after the first 30 instructional days~~ except under unforeseen temporary emergency conditions and short distances as identified by the local school board.	**Fairfax** – It is impractical to forecast ridership and plan routes to this degree without significant waste of resources. The 30 instructional day criteria has worked well for many years and most of us have addressed the overloads within a few weeks. All this seems to be is an attempt for DOE to dump the burden for not being perfect or having a crystal ball back to the locality… **Region 2 Directors** – Modify this requirement to allow students to stand during the first 21 school days to allow districts time to shift school bus stops and/or add bus runs to resolve the overcrowding. In some cases students ride the school bus only the first week of school until they can obtain a "parking pass" from their high schools. **Region 2 Directors** – Please consider allowing students to stand for up to 15 instructional school days at the beginning of each school year. Many variables are present as we determine ridership for each run and the student population settles	8VAC20-70-40. Seating. The number of pupils who may ride a school bus shall be determined by the total number who can be seated on the seat cushion facing forward, safely seated within the seating compartment and shall not exceed the manufacturer's capacity. ~~During the first 30 instructional days of the school year standees may be permitted for short distances in the aisle back of the driver's seat.~~ Pupils may not be permitted to stand ~~after the first 30 instructional days~~ except under unforeseen temporary emergency conditions and for short distances as identified in policy by the local school board. **Committee feels local school boards should have a policy in this area setting out conditions under which students are allowed to stand. This change would conform to common practice in other states.**

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	down. Many parents transport their students during the opening days of school and they (students) appear on the bus runs several days later. In the case of high school students many are seeking parking passes from their schools and ride the bus until such time the schools are able to issue passes. **Frederick County Transportation Director -** School divisions need a period time to let routes, riders, etc. adjust at the beginning each school year. "Temporary and short distances" are too vague and need to be stronger statements. Further I believe the state should take the leadership role in consistency through the state as it did previously. **Virginia Beach City Transportation Director**– Local transportation operations cannot predict the number of students who will show up at any given bus stop on the first day of school. The "standee" permission for the first 30 instructional days was critical to getting all children to school on opening day. If this is eliminated, bus drivers will pick up enough to fill the bus and, probably, tell the other students at bus stops there is no room for them and leave them standing at the bus stop. While it is not desirable to have standees, it is an operational	

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	necessity during the first week or so of school. Therefore, I recommend a change to 15 instructional school days at the beginning of each school year. Many variables are present as we determine ridership for each run and the student population settles down. Many parents transport their students during the opening days of school and they (students) appear on the bus runs several days later. In the case of high school students many are seeking parking passes from their schools and ride the bus until such time the schools are able to issue passes. **Region 3 Directors** – Members request pupils to be able to stand for up to 20 instructional days. The student ridership fluctuates too much to have a set number for the first day.	
8VAC20-70-80. Loading or discharging pupils. When loading or discharging pupils on the highway, stops shall be made in the right-hand lane and shall be made only at designated points where the bus can be clearly seen for a safe distance from both directions. Pupils shall be picked up and discharged only at designated school bus stops approved by the local school division except in the case of an emergency. While stopped, the driver	**Prince William County Transportation Director–** Clarification and future explanation required. The code states stops shall be made in the right-hand lane. Recommend it be changed to state in the right-hand through lane. Otherwise, buses will be stopping in right-hand turn lanes which will encourage motorists in through lanes to run the stoplights on the bus. **Prince William Education Association –** Wait for hand signal requirement – could confuse motorist who may think its signal	No change to proposed language.

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
shall keep the school bus warning devices in operation to warn approaching traffic to stop and allow pupils to cross the highway safely. Pupils who must cross the road shall be required to cross in front of the bus. They shall be required to walk to a point 10 feet or more in front of the bus, stop before reaching a position in line with the left side of the bus, and wait for a hand signal from the bus driver before starting across the highway. On dual highways divided by a physical barrier, unpaved area, or five lane highway with turning lane, buses shall be routed so that pupils will be picked up and discharged on the side of the road on which they live. (See §§46.2-893 and 46.2-918 of the Code of Virginia.)	for traffic to move.	
8VAC20-70-110. Pupil ~~rider~~ <u>transportation</u> safety instruction. Pupil ~~rider safety~~ transportation instruction shall be included in the school curriculum, including demonstration and practices of safety procedures. 1. At the Pre-K-1 grade levels, initial safety training shall occur during the first week of school with additional training on a periodic basis during the year. <u>Students in grades 9-12 shall</u>	**Fairfax** – Item 2 would appear to now require that the bus driver be present and participate in the drill at the same time with the students. While I totally support the need for the driver to demonstrate knowledge and ability to exit the bus in an emergency, it is not always appropriate, practical, or safe to have both students and the driver practice at the same time. We need the flexibility to allow separate or group specific training and practice as appropriate.	8VAC20-70-110. Pupil Transportation Safety Instruction. Pupil transportation instruction shall be included in the school curriculum, including demonstration and practices of safety procedures. 1. At the Pre-K-1 grade levels, initial safety training shall occur during the first week of school with additional training on a periodic basis during the year. ~~Students in grades 9-12 shall receive additional training on the rules~~

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
receive additional training on the rules for motorists approaching a stopped school bus and on safe following distances when operating a personal vehicle. 2. Emergency exit drills shall be practiced by all pupil riders at least twice a year, the first occurring during the first 30 instructional days and the second in the second semester, and shall include the school bus driver. Summer session evacuation drills should be performed as needed. 3. A copy of bus rider safety rules shall be sent to parents at the beginning of the school year. The information shall include a request that parents or their designee accompany their young children to and from the bus stop.	**Region 2 Directors** – This requirement should not fall in the pupil transportation arena. Teaching young adults safe driving practices should become a part of the Driver Education Program or the health/safety course curriculum developed and administered by the DOE Curriculum Department, not pupil transportation. School divisions are already pressed for time in the curriculum to teach required subject matter. This requirement should be discussed with those in the curriculum area before implementation. **Prince William County Transportation Director** – Proposed change mandates that students in grades 9-12 should receive additional training on the rules for motorists approaching a stopped school bus and on safe following distances when operating a personal vehicle. While this can be easily accomplished for students enrolled in driver education, it is not easily accomplished for all students. It will be, in effect, an un-resourced mandate that will consume instructional time. A better approach is to mandate that the Virginia Department of Motor Vehicles amend the current written driver's examination to include more questions/knowledge on school bus safety. Currently, the test includes only two	~~for motorists approaching a stopped school bus and on safe following distances when operating a personal vehicle.~~ 2. Emergency exit drills shall be practiced by all pupil riders at least twice a year, the first occurring during the first 30 instructional days and the second in the second semester, and shall include the school bus driver. Summer session evacuation drills should be performed as needed. **Committee recommends eliminating proposed grades 9-12 requirement and work with DOE Driver Education staff to add a section to the Driver Education curriculum on safe driving operation around school buses.**

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	questions which are woefully inadequate given the number of daily stoplight violations throughout the state. **Virginia Beach City Transportation Director** – As a transportation professional, it is very difficult for me to require the Department of Curriculum and Instruction to rewrite curricula to include any type of instruction. Since this is a school site instructional issue, it should be discussed with personnel in the curriculum arena and not the transportation arena. Teaching young adults safe driving practices should become a part of the Driver Education Program or the health/safety course curriculum developed and administered by the DOE Curriculum Department, not pupil transportation. School divisions are already pressed for time in the curriculum to teach required subject matter. This requirement should be discussed with those in the curriculum area before implementation. **Region 3 Directors** – Members would like clarification of who would be responsible to verify the training for grades 9 – 12. Currently the 10th graders receive the behind the wheel training during gym class, who will be responsible for teaching	

Public Comments Received on *Regulations Governing Pupil Transportation*

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	this to the other grade levels.	
8VAC20-70-130. Maintenance Inspection. All school buses and school activity vehicles and school vehicles used to transport public school pupils to and from school and school activity events shall ~~be inspected and maintained~~ undergo a Level 2 maintenance inspection as prescribed in the Preventive Maintenance Manual for Virginia School Buses by competent mechanics ~~immediately~~ before being used for each new school year, and a Level 1 inspection at least once every ~~30~~ 45 ~~operating days or every 2,500 miles traveled~~ calendar days after the start of the new school year. The inspections and maintenance shall be conducted in accordance with provisions of the "Preventive Maintenance Manual for Virginia School Buses, ~~March 2003~~" and recorded on the prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school	**Fairfax** – How often is too often? When is too late? Do we really know? How can we find out? Can we afford to wait? School bus maintenance should be a year round activity and not just a summer or primarily a before school starts activity. For many of us the school year never really ends. Many programs are year round, summer programs have grown, and many other programs such as county recreation keep our buses busy all summer long. Mandating Level 2 inspections prior to each new school year can create a disproportionate service requirement. Level 2 inspections should follow the repetition of 1-3 Level 1 inspections as they occur over time and continue to roll from year to year. Performing Level 1 inspections just prior to the start of a new school year would not be as demanding. Changing from operating days to calendar days will create additional disproportionate service requirements too. For example, if we become bound to a calendar day format and snow or other emergencies cause a loss of 2 or more	8VAC20-70-130. Maintenance Inspection. All school buses and school activity ~~vehicles and school vehicles~~ buses used to transport public school pupils to and from school and school activity events shall ~~undergo a Level 2 maintenance inspection as prescribed in the Preventive Maintenance Manual for Virginia School Buses~~ be inspected and maintained by competent mechanics ~~immediately before being used for each new school year, and a Level 1 inspection~~ at least once every 30 ~~45 operating days operating~~ school days, as denoted by the school division's approved yearly calendar, or every ~~2,500~~ 3,000 miles ~~traveled calendar days after the start of the new school year~~. In no case shall the occurrence of preventive maintenance on the per 3,000 mile schedule exceed 90 regular calendar days. Any bus that is removed from service so as to disrupt the scheduled maintenance shall be inspected prior to being returned to service. The inspections and maintenance shall be conducted in accordance with provisions of the "Preventive Maintenance Manual for Virginia School Buses, ~~March 2003~~" and recorded on the

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board shall designate one or more inspection centers to make the inspections and require a copy of the results of the inspections to be furnished to the division superintendent. School division compliance with the foregoing maintenance inspection requirement shall be subject to verification by the Department of Education. Subject to funds being available, the Department of Education shall conduct random operational assessments during the school year of school divisions' pupil transportation operations to ensure statutes, regulations, and specifications are being met. The Department of Education shall establish procedures for conducting the random operational assessments. Maintenance and service personnel shall be encouraged to attend approved workshops or training institutes and shall receive all necessary service and maintenance publications for equipment serviced.	days during the month. Then, we could face a balloon or the equivalent of 3 or more days of buses requiring inspection at one time. 8VAC20-70-130. Maintenance inspection. All school buses and school activity vehicles used to transport public school pupils to and from school and school activity events shall be inspected and maintained by competent mechanics immediately before being used in the fall and at least once every ~~30~~ 45 operating days or ever ~~2,500~~ 3,500 miles traveled. The inspections and maintenance shall be conducted in accordance with provisions of the "Preventive Maintenance manual for Virginia school Buses, March 2003: and recorded on the prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school board shall designate one or more inspection centers to make the inspections and require a copy of the results of the inspections to be furnished to the division superintendent. Maintenance and service personnel shall be encouraged to attend approved workshops or training institutes and shall	prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school board shall designate one or more inspection centers to make the inspections and require a copy of the results of the inspections to be furnished to the division superintendent. School division compliance with the foregoing maintenance inspection requirement shall be subject to verification by the Department of Education. Subject to funds being available, the Department of Education shall conduct random operational assessments during the school year of school divisions' pupil transportation operations to ensure statutes, regulations, and specifications are being met. The Department of Education shall establish procedures for conducting the random operational assessments. Maintenance and service personnel shall be encouraged to attend approved workshops or training institutes and shall receive all necessary service and maintenance publications for equipment serviced.

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	receive all necessary service maintenance publications for equipment serviced. **Region 2 Directors** – Having to follow a 45 calendar day inspection interval would place undue inspection requirements on our divisions' during "non-school/holiday" time periods. Keep the current "30 operational" days in place. It works very well as is and allows a maintenance schedule be developed based on actual school days with "x" number of buses scheduled each day in order to comply with the requirement. A 45 day schedule would require buses be inspected during extended periods of time that they are not utilized to transport students. **Frederick County** – Insert the word "primarily" after the added school vehicles term in the first sentence. Makes it consistent with the language used under 8VAC20-70-230 – Required materials. Recommended – require a Level 2 inspection after 3 consecutive Level 1 inspections. **Fairfax County Transportation Director**– The Preventive Maintenance Manual for Virginia School Buses provides clear and thorough inspection schedules and guidelines governing the operation of school buses throughout the Commonwealth. These schedules and	**Proposed language modifying the preventive maintenance schedule is recommended by Department of Education staff after staff review of manufacturer maintenance requirements and a sample of five states. These changes would require changes to the accompanying inspection forms and preventive maintenance manual. They may represent a maintenance cost savings but with no significant change in school bus safety.**

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	guidelines have served the school jurisdictions and their pupils extremely well for many years. Fairfax County and Fairfax County Public Schools strongly endorse such a definitive and authoritative regulation. Over the years, the Manual has undergone revisions to reflect both advancements in technology and lessons learned about which requirements should be strengthened and which could be relaxed while continuing to meet the safety and reliability expectations of the jurisdictions and the public. These revisions are always carefully evaluated before implementation. Technological developments over recent years indicate to us that further revision may be advisable today. While we view the inspection checklists and accompanying guidance to be comprehensive and accurate, the maintenance inspection intervals appear still to be based at least in part on manufacturers' recommendations and requirements that have evolved since the regulatory intervals were established. Any reduction in the level of attention our school buses receive must be thoroughly supported by technical documentation and by subjective advice of experienced	

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	transportation and maintenance professionals. We believe those foundations now exist to justify extending the interval between required maintenance inspections. Below are some examples of manufacturer-prescribed service intervals for the buses that represent the large majority of our fleet: • The predominant model in the Fairfax County school bus fleet is the International RESB. International prescribes a minimum body/chassis service interval of 10,000 miles/6 months. • The International FESB, also prominent in our fleet, has the same service interval requirement. • The engines we have installed in these buses – International models VT365, T444E, DT466, DT570, HT570, and MaxxForce DT – all require oil and filter changes at 12,000 miles/6 months, with fuel strainer service requirement varying from 10,000 miles/6 months (T444E) to 30,000 miles/12 months (MaxxForce DT). • The Caterpillar 3116 engine, installed in most of our Thomas built MVP-ER buses, requires	

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	service at 10,000 miles/6 months. • The Caterpillar 3126 engine, installed in most of our front-engine Thomas Built buses, also requires service at 10,000 miles/6 months. • The Cummins 5.9L engine in virtually all our other buses, requires service at 6,000 miles/6 months. • ArvinMeritor, manufacturer of most of our brake systems, recommends a service interval for automatic slack adjusters of 4-6 months or 50,000 – 100,000 miles depending on model and use. • Bendix, another manufacturer of our brake systems, recommends a service interval on automatic slack adjusters of 3 months or 25,000 miles. Our next most populous bus models, the Thomas Built MVP-ER, MVP-ER, and Saf-T-Liner, require body/chassis service at 3,000 miles/30 days. We have operated most of these buses over 10 years on the state-mandated interval of 30 operating days, or about 42 calendar days, with only the rarest occurrences of events that might have been prevented by more frequent inspections. **We recommend that the**	

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	PM interval for Thomas Built buses remain at the current "30 operating days' interval. In view of the nearly universal agreement among bus, engine, and major component manufacturers that PM intervals need not be less than three months except in the most unusual circumstances; and on our fleet's long and reputable experience in school bus maintenance, Fairfax County and Fairfax County Public Schools recommend the following amendment to the Virginia Administrative code (deletions struck through; additions underscored): 8VAC 20-70-130. Maintenance inspection. All school buses and school activity vehicles used to transport public school pupils to and from school and school activity events shall be inspected and maintained by competent mechanics immediately before being used in the fall and at least once every ~~30 operating days~~ quarter year or every ~~2,500~~ 5,000 miles traveled, with the exception of school buses and school activity vehicles manufactured by Thomas Built Buses, whose interval shall be 30 operating days or 2,500 miles. The inspections and maintenance shall be conducted in	

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	accordance with provisions of the "Preventive Maintenance Manual for Virginia School Buses, March 2003" and recorded on the prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school board shall designate one or more inspection centers to make the inspections and required a copy of the results of the inspections to be furnished to the division superintendent. Maintenance and service personnel shall be encouraged to attend approved workshops or training institutes and shall receive all necessary service and maintenance publications for equipment serviced. The recommended amendment would, effectively, approximately double the current prescribed PM interval for Virginia school buses and school activity vehicles. We estimate the cost saving for our relatively large fleet of school buses will be nearly $1 million per year. While FCPS has addressed this topic unsuccessfully at a routine level in several previous reviews, the current economic situation and the resulting pressures on	

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	our budgets add a dimension of urgency to this issue. In view of the fiscal challenges all our school districts must be facing, we request a high priority be placed on your consideration of this recommendation. **Radford City –** In response to the proposed regulations concerning the Maintenance inspections; Radford City Schools has a unique situation in that we do not own regular route buses. Our route buses are provided by and maintained by the City of Radford and are categorized as a transit system. We do own 4 school buses which are used for activities and athletic events only. We also must contract out all of our bus maintenance to a qualified mechanic who operates in a town 20 minutes away. Our buses are used in rotation 3 to 4 days a week averaging between 25 and 100 miles per trip. None of our buses log more than 1000 miles in a 45 day period. I have found that it was not only cost prohibitive to opt for the 45 day inspection as opposed to the 2500 miles, but inspections every 6 weeks meant that buses had to be left over night during the week when the majority of our athletic events are scheduled. The 2500 mile option allowed my school system to not only keep safe buses on the road but also to have them	

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	available for the large number of athletic events when they are most needed. Daily inspections and regular preventive maintenance work very well for our small school system, but by changing the required amount of time between level 1 inspections, a huge strain will be put on my department without changing the level of safety on my buses. Please take smaller systems into consideration before approving this change. **Newport News City –** The 45 calendar day maintenance schedule that has been proposed would create a problem for Newport News Public Schools bus maintenance program. Especially around the Christmas break time period. We are shut down for 13 days at that time. That would leave 32 calendar days to complete all required maintenance. Eight of those days would fall on a weekend so that leaves 24 days to complete our PM's. Compounding the problem is Thanksgiving Holiday before Christmas break and Martin Luther King day after the break. I would like to see it remain a 30 operating day schedule or have it worded to exclude holidays. Then it would be doable without having to work employees overtime, exhausting funds that would be	

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	better used elsewhere. **Region 2 Directors** – The change to the Level 2 Inspection (180 Operating Days) has a significant impact on our current operations. Currently, the criteria is 180 Operating Days or 15,000 miles. With this timeframe, operators can spread out this inspection throughout the school year. The requirement to complete a Level 2 on all buses before the start of school will be extremely difficult to achieve. As an example for this past year, there were 54 possible work days from the time school ended in June until school started in September. In large bus fleets, the number of Level 2 inspections required each day is beyond the manpower in the operation to meet this criteria. If you include the days buses are on summer school and year round school routes and the window for completing these inspections closes even further. Our recommendation would be to keep the current criteria, 180 Operating Days or 15,000 miles. Let School Divisions choose which criteria works best for their operation. Along those same lines, the term Operating Day should be defined. One localities definition may not be the same as another School Division or DOEs.	

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	Would a weekend sporting event or field trip be construed as an operating day? What about a technician road testing a vehicle (no children being transported)? Maintain the current vehicle inspection interval at 30 operating days or 2500 miles. A 45 calendar day schedule would disrupt a district's inspection program by forcing an excessive number of vehicles "due inspection" at the same time. Many mechanics use holiday breaks for their annual leave and would not be available to complete these inspections over the holiday and spring break periods. Each district would be required to choose one or the other inspection procedure and declare that to DOE each year. **Virginia Beach City Transportation Director –** The change to the Level 2 Inspection (180 Operating Days) has a significant impact on our current operations. Currently, the criteria are 180 Operating Days or 15,000 miles. With this timeframe, operators can spread out this inspection throughout the school year. Our biggest issue with this change in the inspection is the following statement: The requirement to complete a Level 2 on all buses before the start of school will be extremely difficult to achieve. As an example for this past year, there were 54	

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	possible work days from the time school ended in June until school started in September. In large bus fleets, the number of Level 2 inspections required each day is beyond the manpower in the operation to meet this criteria. If you include the day's buses are on summer school routes, the window for completing these inspections closes even further. Our recommendation would be to keep the current criteria, 180 Operating Days or 15,000 miles. Let School Divisions choose which criteria work best for their operation. Along those same lines, the term Operating Day should be defined. One locality's definition may not be the same as another School Division or DOEs. Would a weekend sporting event or field trip be construed as an operating day? What about a technician road testing a vehicle (no children being transported)? Maintain the current vehicle inspection interval at 30 operating days or 2500 miles. A 45 calendar day schedule would disrupt a district's inspection program by forcing an excessive number of vehicles "due inspection" at the same time. Many mechanics use holiday breaks for their annual leave and would not be available to complete these inspections over the holiday and spring break periods. Each	

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	district would be required to choose one or the other inspection procedure and declare that to DOE each year. **Frederick County Shop Manager –** The maintenance inspection schedules should be scheduled according to mileage in lieu of days to take into consideration routes of varying lengths. Some buses may travel an excessive amount of miles versus some that will hardly accrue any mileage. Buses in our rural areas with a 45 day inspection period would be given the opportunity to travel in excess of 3000 miles versus routes in our urban areas that would travel less than 500. The relevant issues that would most likely occur within these urban areas over a time frame would be less critical and should be caught on a drivers daily pre trip compared to a more serious issue that could adversely affect critical safety components such as tires, steering, suspension, or braking components that could essentially wear out due to miles traveled on the more rural routes. Our entire maintenance schedule is set up around the 2500 mile schedule. We have our non electronically controlled diesel buses engine service intervals set at 5000 miles or every other inspection. Our electronically controlled diesel engines service interval is set at 10,000 miles	

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	which also coincides with the 2500 mile inspection interval, or every fourth inspection. Following this same 2500 mile interval every sixth inspection requires a # 2 inspection as in 2500 x 6 – 15000 miles. To change would require additional administrative measures as well as technical resources due to the fact that now our buses would need engine services at varied times which most likely will not coincide with a 45 day inspection schedule. I have also attached a copy of the #1 inspection form with suggested comments that would apply to both the #1 and #2 forms. **Region 3 Directors** – Members want the definition of competent. Members request that the 30 operating days remain in place; moving to a 45 calendar day only gives the vehicle 3 additional days before service. Members noted that vehicles cannot be held to two different schedules beginning on the same day. If 100 vehicles go on the road September 1, the service is due in 45 calendar days or 30 operating days; these vehicles cannot be serviced in one day and be compliant. **Hanover County Fleet Services –** Per our discussion, Fleet Services supports your recommendations for revisions to	

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	Section 8VAC20-70-130 Maintenance Inspections as follows: Change the current 30 operating day inspection interval to a 45 school day interval. This would reduce the number of inspections per vehicle during school years from 6 to 4 and result in significant savings to school systems while ensuring effective preventive maintenance programs. Delete the proposed requirement that Level 2 inspections be performed on vehicles before being used for each new school year. This would place an undue burden on maintenance personnel and support resources. It is preferred that the current requirement for Level 2 inspections every 180 operating days be retained. Change the term "operating" days to "school" days to ensure that vehicles are inspected at consistent intervals. As an alternative, Fleet Services would support the proposed revisions submitted by Fairfax County and Fairfax County Public Schools. In their letter of August 6, 2009, to change the inspection interval requirement to "at least once every quarter year" except for Thomas Built buses which would remain on the 30 day interval in accordance with	

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	manufacturer's recommendations. Either proposal would improve the program by easing administrative requirements and reducing costs while ensuring that effective maintenance procedures are followed for pupil transportation vehicles. **Hanover County Public Schools –** We offer the following concerns to Section 8VAC20-70-130 relating to the inspection of school buses. Presently buses are brought to the shop for the 30 days inspection based on operating days. There are many days during the year when school is closed, such as winter break, spring break or the Thanksgiving Day Holidays plus teacher workdays when children are not in the building. These days are not counted toward the inspection period and over the course of the year this has equated to six 30 day inspections not including the 180 day inspections. If the proposed change is adopted which calls for inspecting a bus every 45 calendar days this will cost all divisions more money. At the very least, every bus in the Hanover County Schools fleet will need to be brought in for two additional inspections on a yearly basis adding approximately $60,000.00 to our already	

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	cut budget. Additionally, if an inspection for a bus falls on a holiday or during winter break, spring break, that bus will need to be brought in for service either by a technician or the bus driver. This will result in an additional cost for our payroll. Adding the requirement that all buses must be inspected before being used for each new school year would place an undue burden on maintenance personnel and support resources. Approximately two thirds of our buses are given the 180 day inspection during the summer months and the remaining are done during the year. Each bus in the Hanover Fleet has this intensive inspection done every 180 days. To require that every bus have this inspection during the summer months as well would be staggering. The bigger fleets such as Fairfax County Schools would have a tremendous burden placed on them to accomplish and a statement speaking to this was made by the Director of fleet Services for Fairfax at the town hall meeting held in Springfield, Virginia on September 24, 2009. If a smaller school system has a one or two person shop and 30 to 40 buses to inspect, this would have a staggering impact on them. The amount of time that is necessary to perform this rigorous inspection would	

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	interfere with performing necessary repairs. If the intent is to help school divisions save money, we believe that the current 30 day operating inspection schedule should be changed to a 45 day operating interval. This would reduce the number of inspections from 6 to 4 and result in great savings to school systems while continuing to have an effective preventive maintenance program for school buses without jeopardizing safety of the buses. We recommend the following: • Delete the proposed requirement that level 2 inspections be performed on buses before the start of each school year • Change 45 "calendar days" to 45 "school days" • Continue to require level 2 inspections every 180 days As we and all other school divisions have initiated a buying cycle for buses, newer and more efficient vehicles have been added to the fleets. The need for 30 day inspections is not in keeping with the newer technologies. The 45 day school day is a reasonable standard to maintain. **Loudoun County Fleet Management** – I wish to bring to your attention the impact of the proposed change in this	

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	regulation. The primary concern is the requirement to go from a 2,500 mile or 30 running day schedule to a 45 calendar day schedule. The impact is as follows: • There will be an increase of up to 2175 PM services per year • There will increase in cost of up to $651,714.87 per year • This will require an increase in technicians of up to 6.7 positions • The 45 day schedule for the most part equates to the current 30 day running schedule and creates additional down time for the fleet The forty five day schedule is undoubtedly a great tool for small bus fleets that are centrally parked or located in rural areas where transporting buses for maintenance purposes is not a problem. It also works well for small school divisions that do not have the fleet management systems used by the larger school bus operations. However, in our situation it eliminates the option to schedule low mileage units on a 2500 mile cycle and creates the situation where those buses will be overly maintained as well as costly. A cost increase for maintenance was not budgeted into the current budget and will undoubtedly create problems	

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	with the budget being developed for the next FY. These issues should be considered by the State in determining how to apply any changes in the regulations governing pupil transportation. **Montgomery County Transportation Director –** Level 1 Inspections: School bus inspections need to be based on school operational days, not calendar days. There are many days during the year when we do not go to school for reasons such as holidays, extended breaks such as winter break and spring break, snow days, etc. This would include all buses including spares that are not necessarily used on a daily basis. It would also create a problem when you return from an extended break and have, for example, 10 days you didn't go to school and now you have to try to catch that up, encouraging shops to do a quick and possibly unsafe inspection. There is definitely a safety problem with this proposal. Summer school should be a separate subject, with designated buses inspected on an operational day schedule. Level 2 Inspections: It would not be feasible and nearly impossible to do a "proper" level 2 inspection on "all" school	

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	buses in a fleet in the summer. They need to be scheduled on a rotating basis with approximately one twelfth of the fleet inspected per month, as we currently have the option of doing. Changing this would lead to shops having to do a hurried inspection to meet the deadline. Not good – another safety problem.	
8VAC20-70-140. Crash/~~incident~~ reporting. A report, on forms or in a format furnished by the Department of Education, of any ~~vehicle~~ crashes ~~or incidents~~ involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) shall be sent to the Pupil Transportation Service, Department of Education, by the division superintendent or designee at least once a month. The report shall give the apparent cause of the crash ~~or incident~~ and the extent of injuries to pupils or others. The division superintendent or designee shall notify the Pupil Transportation Service of any school bus crash ~~or incident~~ involving serious injuries, requiring professional medical treatment, or death within the next working day from the date of the crash or incident.	**Prince William County Transportation Director –** What is the purpose for DOE to publish, on its Web site, the number of school bus crashes in each division? This procedure will be contentious among school divisions and will discourage them from reporting all crashes. Recommend the data be maintained within DOE and appropriate action be taken as the statistics may indicate is required with the individual division(s) involved. **Virginia Beach City Transportation Director and Region 2 Directors** – Change the property damage amount of $1,500.00 or equal to the state statute. **Region 3 Directors –** Members request adding language for completion of report when no incidents have occurred. **Montgomery County Transportation Director** – It may be better to adhere to the Virginia State Statue for reportable accidents, currently $1,500 or more. That would eliminate the confusion we are	8VAC20-70-140. Crash reporting. A report, on forms or in a format furnished by the Department of Education, of any ~~vehicle~~ crashes ~~or incidents~~ involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) shall be sent to the Pupil Transportation Service, Department of Education, by the division superintendent or designee at least once a month. The report shall give the apparent cause of the crash and the extent of injuries to pupils or others. The division superintendent or designee shall notify the Pupil Transportation Service of any school bus crash ~~or incident~~ involving serious injuries, requiring professional medical treatment, or death within the next working day from the date of the crash or incident. A vehicle crash occurs when property damage is $1,500 or more or when persons are injured. ~~An incident occurs when property~~

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A vehicle crash occurs when property damage is $1,000 or more or when persons are injured. ~~An incident occurs when property damage is $999 or less and there are no injured individuals.~~ The Department of Education shall publish on its Web site an annual report of the number of crashes involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) in each division.	currently experiencing. Police reports are only written per this state statue, and therefore confusion is caused when making reports without them. If the State wants everything reported, it would be better to call everything reported by police a crash using the state statue and make everything else an incident.	~~damage is $999 or less and there are no injured individuals.~~ The Department of Education shall publish on its Web site an annual report of the number of crashes involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) in each division. **Change dollar amount to $1,500 to agree with standard reporting by police of property damage per Section 46.2-373, Code of Virginia.**
8VAC20-70-150. Route schedule. All school buses in operation shall be scheduled to maximize safety and efficiency. The schedule shall show the time the bus starts in the morning, the time it leaves each point at which pupils are picked up, ~~and~~ the time of arrival at school, and the time of drop off at home in the afternoon. One copy of such schedule shall be kept in the bus and secured when the bus is unattended, and one copy shall be kept in the office of the division superintendent or designee.	**Prince William County Transportation Director –** The requirement to keep a copy of the route schedule in the bus serves no practical purpose and creates a security problem for school divisions. In most school divisions, substitute drivers are provided a route schedule when the substitute assignment is made. In addition, flexible drivers or radio drivers, or route supervisors often carry many different route schedules for contingency use. The requirement to secure several notebooks containing route sheets is impractical. **Region 2 – Directors** – Not all school	8VAC20-70-150. Route schedule. All school buses in operation shall be scheduled to maximize safety and efficiency. The schedule shall show the time the bus starts in the morning, the time it leaves each point at which pupils are picked up, the time of arrival at school, and the time of drop off in the afternoon. One copy of such schedule shall be kept in the bus ~~and secured when the bus is unattended~~ and one copy shall be kept in the office of the division superintendent or designee, and shall meet student records and information security requirements as stated in federal, state, and local policy.

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	buses are lockable and without a "security box" of some sort permanently mounted in the school bus to secure the paperwork it would be impossible to comply with this requirement on every unit. **Virginia Beach City Transportation Director and Region 2 – Directors** – Please explain the need for this information being kept on a school bus with the availability of communication devices (two-way radios and cell phones) available to school districts. Not all school buses are lockable and without a "security box" of some sort permanently mounted in the school bus to secure the paperwork it would be impossible to comply with this requirement on every unit.	**Added phrase to cover security of student-related records.**
8VAC20-70-160. Review of routes. School bus routes, school sites, and safety of pupils at designated school bus stops shall be reviewed at least ~~once~~ twice each year, once each semester. Bus routes shall be reviewed for safety hazards, fuel conservation, and to assure ~~maximum~~ the most efficient use of buses. Local school administrators shall evaluate the safety of pupils at bus stops periodically and shall at the request of the local school board report the results	**Fairfax** – This doubles the workload on supervisory staff by requiring a second review of each bus route annually. Local transportation staff is already burdened and facing significant budget impacts over the next few years. This is not the time to add an additional and unnecessary burden in the absence of specific evidence of need. If there are concerns with how the current reviews are being done, an alternative could be for VDOE to provide additional guidance on strategies to	8VAC20-70-160. Review of routes. School bus routes, school sites, and safety of pupils at designated school bus stops shall be reviewed at least ~~twice each year, once each semester~~ once a year and as changes occur. ~~Bus~~ R~~r~~outes shall be reviewed for safety hazards, fuel conservation, and to assure ~~maximum~~ the most efficient use of buses. Local school administrators shall evaluate the safety of pupils at bus stops periodically and shall at the request of the local school board report the results annually to the school board.

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Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
annually to the school board. Hazardous or unusual situations, to include railway crossings, shall be marked on the route sheet and made available to drivers and substitutes. A written vehicular and pedestrian traffic control plan for each existing school site shall be reviewed annually for safety hazards. All new school site plans shall include provisions that promote vehicular and pedestrian safety.	enhance or meet the current requirement. I imagine there is a wide range of how localities endeavor to meet the current review. Some may just look at the paper while others follow or ride the bus to assess where the bus actually stops, where students wait, how students approach and board the bus, how traffic reacts, etc. in order to raise the bar on safety and efficiency. Some are already using computer routing and Automated Vehicle Location (AVL) systems to monitor compliance and develop optimum route designs. **Prince William County Transportation Director**– In the first paragraph, "school sites" are required to be reviewed once each semester, and in the second paragraph, traffic control plans for each "school site" are required to be reviewed annually. This appears contradictory. Recommend "school sites" be deleted from paragraph one. Also recommend the word "twice" be removed from the first paragraph because it is redundant. If you review routes each semester, you will have reviewed them twice. In addition, the second paragraph is written in the passive tense and therefore, does not make it clear who is responsible	Hazardous or unusual situations, to include railway crossings, shall be marked on the route sheet and made available to drivers and substitutes. A written vehicular and pedestrian traffic control plan for each existing school site shall be reviewed annually for safety hazards. All new school site plans shall include provisions that promote vehicular and pedestrian safety.

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	for reviewing traffic control plans. Rewrite sentence using active voice, i.e., The (School Division)(DOE) (Some other agency) shall review traffic control plans annually. **Region 2 Directors** – This places an enormous burden on school divisions as it takes considerable time to physically observe each bus stop with students present. All bus stop changes and additions are reviewed prior to their implementation. **Frederick County Transportation Director** – Recommended – Remove the "twice each year, once each semester" for review of routes, etc. School divisions create routes based on these factors each summer and then in an on-going basis constantly refine those routes throughout the year. There is no need to identify a second review. Rather, you might say "review those routes throughout the year." Recommended – Change "local school administrators shall evaluate" to "local school transportation administrators shall evaluate… This responsibility needs to be carried out by those in each school division charged with providing safe school bus routes, including stops. **Virginia Beach City Transportation Director and Region 2 Directors** –	

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	Maintain the current standard for reviewing routes "at least once each year." This is a monumental task and requires substantial time and manpower. Once the initial review is complete any and all additions and changes are worked through the safety staff and schedulers and reviewed for safety, efficiency and practicality. This places an enormous burden on school divisions as it takes considerable time to physically observe each bus stop with students present. All bus stop changes and additions are reviewed prior to their implementation. **Montgomery County Transportation Director** – This needs to be reworded and left as is, **but** change to reviewing safety on a continuing bases.	
8VAC20-70-170. Railway crossings. School buses shall stop, as required by law, at railway grade crossings. School buses equipped with a non-sequential lighting system must have these lighting systems deactivated when approaching a railroad grade crossing and the 4-way hazard lights shall be activated ~~when approaching the railway grade crossing~~ and shall be deactivated before crossing the track. The bus driver shall turn off all noisy equipment, open the entrance door of the bus and determine when it is safe	**Northrop Grumman Shipbuilding –** Add the following sentence at the end of the regulation: "No stop need be made at any inactive or industrial track posted with an 'exempt' sign approved by the cognizant engineering authority." Rationale: 1) School buses are currently the only vehicles in the state required to stop at "exempt" crossings, which are so posted specifically to preclude rear-end collisions resulting from unnecessary stops. Even commercial vehicles carrying high explosives are exempted by federal	8VAC20-70-170. Railway crossings. School buses shall stop, as required by law, at railway grade crossings. School buses equipped with a non-sequential lighting system must have these lighting systems deactivated when approaching a railroad grade crossing and the 4-way hazard lights shall be activated when approaching the railway grade crossing and shall be deactivated before crossing the track. The bus driver shall turn off all noisy equipment, open the entrance door of the bus and determine when it is safe for the vehicle to

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for the vehicle to cross the railroad tracks. The entrance door shall be closed when the bus is in motion. No stop need be made at any grade crossing where traffic is directed by a ~~police~~ law enforcement officer or a ~~green~~ traffic-control signal as stated in §46.2-886 of the Code of Virginia.	law from stopping at such crossings. 2) NHTSB statistics clearly show that there have been no bus-train collisions at exempt crossings, yet there have been hundreds of deaths resulting from rear-end collisions with school buses stopped at crossings. Blindly following the regulation as currently written therefore exposes children to a far greater danger of injury by requiring buses to make unnecessary stops at these crossings. 3) The state law requiring school buses to stop at railway crossings, Title 46.2-886, is clearly intended to apply to active crossings, as it states that the driver "while stopped shall look and listen in both directions along the track for any approaching train… and shall not proceed until he can do so safely." By definition, the "exempt" sign tells the driver that the track is safe to cross because there are no approaching trains. 4) The only other case is an industrial spur line, where equipment is moved at very slow speeds, and traffic is required to be stopped by authorized patrolmen before an industrial track can be used. Most states codes other than the Code of Virginia, in fact, specifically exempt schools buses from stopping at "exempt" crossings. Additional comments from Northrop	cross the railroad tracks. The entrance door shall be closed when the bus is in motion. No stop need be made at any grade crossing where traffic is directed by a ~~police~~ law enforcement officer or a ~~green~~ traffic-control signal as stated in §46.2-886 of the Code of Virginia. **Add back underlined phrase for better understanding. Code of Virginia requires school buses to stop at all railway crossings with no exception.**

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	Grumman Shipbuilding – There is an industrial railway crossing on Warwick Boulevard in Newport News, which runs between two sections of Northrop Grumman Shipbuilding, where I work. Vehicles stopping at this crossing do not enhance their safety, and actually create a greater hazard of rear-end collisions – especially since it is located near the bottom of an Interstate 664 exit ramp. I worked with city engineers for over a year to have that crossing posted "Exempt," since that section of rail can only be used after authorized shipyard traffic control personnel have stopped traffic on Warwick Boulevard – the concern is more for our own very expensive cargo being damaged than for the public traffic. No trains occupy that track at any other time, and federal law specifies that such a track may be posted as "Exempt." After the crossing was posted, I saw local school buses still stopping there. School buses are the only vehicles in the state required to stop at railway crossings labeled "exempt." As I mention in the rationale, there is plenty of engineering data to show that the danger of a rear end collision from a vehicle making an unnecessary stop is far greater than the danger of that vehicle being hit by a train when the track	

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	is either inactive or only services an industrial purpose.	
8VAC20-70-200. Identification and lights covering. The lettered identification and traffic warning lights on the front and rear of school buses shall be covered with opaque detachable material when ~~they~~ school buses are used for purposes other than to transport pupils on regular routes to and from school, ~~or~~ on special trips to participate in contests of various kinds, ~~and~~ or for supplementary education purposes as required by §22.1-183 of the Code of Virginia. This does not apply when the bus is being used to transport elderly or mentally or physically handicapped persons.	**Prince William Transportation Director–** The requirement to cover lettered identification and traffic warning lights is usually not practicable when buses are used for emergency fire and flood evacuations of citizens, as they often do. Warning lights have no effect in traffic unless they are in use. It should be sufficient to simply prohibit the use of traffic warning lights when school buses are used for purposes other than transporting students and when making stops on public roadways.	Updated language from "mentally or physically handicapped persons" to "persons with disabilities."
8VAC20-70-220. Passage restriction. No object shall be placed on any bus carrying passengers that will restrict the access to any exit, restrict the freedom of motion of the driver for proper operation of the vehicle, or where displacement of such objects may result in personal injury to passengers.	**Fairfax** – So, I guess this means that backpacks, coolers, and band instruments can no longer be transported on or under bus seats or on the lap of passengers as they could cause injury if displaced. **Region 2 Directors** – We support the intent of this change however, it is open to interpretation. Many objects carried by students can result in personal injury to passengers when displaced…lunch boxes, book bags, small band instruments, books,	8VAC20-70-220. Passage restriction. No object shall be placed on any bus carrying passengers that will restrict the access to any exit, or restrict the freedom of motion of the driver for proper operation of the vehicle ~~or where displacement of such objects may result in personal injury to passengers~~. Drivers shall be observant of any objects that may cause personal injury to passengers and take reasonable precautions to secure such objects before the bus is in motion.

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	etc. Most transportation professionals allow these items on a school bus if "they can be held safely in ones lap." This change seems to take that flexibility away from the local operation. **Spotsylvania County Transportation Director –** A sentence should be added stating that objects must be secured so as not to become a missile (or projectile) in the event of a crash.	
8VAC20-70-280. Requirements for school bus drivers both for employment and continued employment. Section~~s~~ 22.1-178, ~~46.2-339, and 46.2-340~~ of the Code of Virginia requires drivers of school and activity buses to: 1. Have a physical examination of a scope prescribed by the Board of Education with the advice of the Medical Society of Virginia and furnished on a form prescribed by the Board of Education showing the results of such examination. a. No person shall drive a school bus unless that person is physically qualified to do so and has submitted a School Bus Driver's Application For Physician's Certificate signed by the applicant and the doctor or a	**Prince William Transportation Director –** Sub-paragraph 1 states that physical examinations shall be "furnished on a form prescribed by the Board of Education showing the results of such examination." This requirement should be reworded to allow school divisions to develop their own physical examination forms. The forms provided by the Board of Education are confusing, nebulous, and woefully outdated. Limits for blood pressure are not included, and the form suggest that there is a "reasonable accommodation" for insulin dependent diabetics when the medical community at large believes no reasonable accommodation exists. Use of the current form is dangerous and should be discontinued or rewritten immediately. **Prince William Education Association** – Comments on physicals. Such physicals	No changes to proposed language.

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licensed nurse practitioner for the applicable employment period. b. The physical form describes the basic physical qualifications for school bus drivers; however, the examining physician or licensed nurse practitioner shall make the final determination of the individual's physical capacity to operate a school bus based upon their assessment of the individual's overall physical condition. 2. Furnish a statement or copy of records from the Department of Motor Vehicles showing that the person, within the preceding five years, has not been convicted of a charge of driving under the influence of intoxicating liquors or drugs, convicted of a charge of refusing to take a blood or breath test, convicted of a felony, or assigned to any alcohol safety action program or driver alcohol rehabilitation program pursuant to §18.2-271.1 of the Code of Virginia or, within the preceding 12 months, has not been convicted of two or more moving traffic violations or has not been	may be certified and performed by a duly licensed physician, with the local school division retaining the right and responsibility to order the re-examination of the applicant, at school division expense, if the division has reason to question the original doctor's evaluation. **Region 2 Directors** – 18 year olds will not have a five year driving history. This needs to be clarified to determine if 18 year olds are true candidates to drive school buses. **Virginia Beach City Transportation Director and Region 2 Directors** – In order to comply with item 2 where a 5-year driving history/record is required, it is recommended that Page 9/item 5 be changed to 21 years old. 18 year olds will not have a five year driving history. This needs to be clarified to determine if 18 year olds are true candidates to drive school buses. **Dickenson County Transportation Director –** My concerns are about the requirement to get DMV driving records on a yearly basis and also the recommendation letters that is required yearly. At the first initial hiring we get a DMV driving record and recommendation letters, after that the DMV monitors our drivers and notifies the school system if	

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required to attend a driver improvement clinic by the commissioner of the Department of Motor Vehicles pursuant to §46.2-498 of the Code of Virginia. 3. Furnish a statement signed by two reputable persons who reside in the school division or in the applicant's community that the person is of good moral character. 4. Exhibit a license showing the person has successfully undertaken the examination prescribed by §46.2-339 of the Code of Virginia. 5. Be at least 18 years old. 6. Submit to testing for alcohol and controlled substances that is in compliance with the Omnibus Transportation Employee Testing Act of 1991 (Public Law 102-143, Title V) as amended and that is in compliance with 40 CFR Parts 40 and 382.	there is an irregularity. We never pursue (until this year) getting recommendation letters on a yearly basis. Please try to help.	
8VAC20-70-330. Health certificate. As a condition to employment, every school and activity bus driver shall submit a certificate signed by a licensed physician stating that the employee	**Spotsylvania County Transportation Director –** Add "or nurse practitioner" between physician and stating. (Would read…signed by a licensed physician or nurse practitioner stating that…)	8VAC20-70-330. Health certificate. As a condition to employment, every school and activity bus driver shall submit a certificate signed by a licensed physician <u>or nurse practitioner</u> stating that the employee

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appears free of communicable tuberculosis. The school board may require the submission of such certificates annually, or at such intervals as it deems appropriate, as a condition to continued employment.		appears free of communicable tuberculosis. The school board may require the submission of such certificates annually, or at such intervals as it deems appropriate, as a condition to continued employment.
8VAC20-70-350. Training. No person shall operate a school or activity bus transporting pupils unless the person has: 1. Received classroom, demonstration, and behind-the-wheel instruction in accordance with a program developed by the Department of Education pursuant to §22.1-181 of the Code of Virginia. 2. Completed a minimum of 24 classroom hours and 24 hours of behind-the-wheel training. A minimum of 10 of the 24 hours of behind-the-wheel time shall involve the operation of a bus with pupils onboard while under the direct onboard supervision of a designated bus driver trainer. ~~Drivers of Type D buses must complete eight additional hours of training behind the wheel.~~ All drivers shall receive training in the operation of ~~a Type D~~ buses	**Fairfax** – Why should a driver who is not being hired to operate specific type bus, such as class A, B, C, D, or Special Needs be required to take that training to the possible exclusion of time spent training on the specific type vehicle that the driver will be expected to operate? For example, why make a special needs driver who will only operate a small 48 passenger bus spend time on a large 78 passenger that they will never be allowed or expected to drive without additional training and certification. Doesn't it make more sense to concentrate training time on just the type(s) of vehicles that the driver will be expected to operate rather than representative buses for the entire local school fleet? Note that this also includes a clarification on what is considered approved behind-the-wheel time vs. observation time. This is good, but it could be a change for some operations. Number 3 – Does this apply to the chief transportation or contact person only or is this intended to be a requirement for all	No changes to proposed language.

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representative of the type used in the school division in which they will be employed and in the transportation of students with special needs. Classroom instruction means training provided by a qualified driver instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, or similar means. Instruction occurring outside a classroom is included if it does not involve actual operation of a school bus and its components by the student. Behind-the-wheel training does not include time spent riding in a school bus or observing operation of a school bus when the student is not in control of the vehicle. 3. New transportation directors/supervisors employed by school divisions shall complete the "Train the Trainer" class conducted by the Department of Education within a year after being employed in this position.	levels of transportation supervision and administration for a locality? **Prince William** – Subparagraph 3 requires "Train the Trainer" training for directors. The intent of this requirement is not clear and should be deleted. School Boards hire transportation directors and should determine what training their directors receive. "Train the Trainer" could be appropriate for small divisions with 100 buses or less, but may not be helpful for large divisions with different organizational structures and workforce levels. This requirement is unnecessarily bureaucratic and should be deleted. **Region 2 Directors** – Is this item specific to transportation heads (i.e. director or supervisor of the department) or every supervisor within the transportation department? **Montgomery County Transportation Director –** No. 3 – This is an excellent idea. I know there have been people put in transportation management positions who have no idea what their employees need to do.	
8VAC20-70-359 Requirements for School Bus Driver Instructors.	**Prince William –** Instructors must meet the requirements of a school bus driver	Delete 8VAC20-70-359.

Attachment A

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Instructors must meet the requirements of a school bus driver and have at least 2 years experience operating a Class B type vehicle. **8VAC20-70-411. Driver Trainers.** Driver trainers must meet the requirements of 8VAC20-70-280 and 8VAC20-70-350 and have at least 2 years experience operating a Class B vehicle.	and have at least 2 years experience operating a Class By type vehicle. In order to avoid any confusion between a Class B vehicle and a Type B vehicle, recommend revising "operating a Class B type vehicle" to "operating a Class B commercial vehicle." Driver trainers must meet the requirements of 8VAC20-70-280 and 8VAC20-70-350 and have at least 2 years experience operating a Class B vehicle. Recommend using "Class B commercial vehicle" or similar to avoid confusion with a Type B vehicle.	8VAC20-70-411. Driver Trainers. Behind-the-wheel driver trainers must meet the requirements of 8VAC20-70-280 and 8VAC20-70-350 and have at least 2 years experience operating a Class B vehicle. **Recommend deleting 8VAC20-70-359 since 8VAC20-70-411 states the same requirements.**
8VAC20-70-360. In-service Training. In-service training ~~(at least two hours~~ before the beginning ~~opening~~ of the school~~s~~ year and ~~at least two hours~~ during the second half of the school year) devoted to improving the skills, attitudes, and knowledge including orientation to maximize benefits of using safety programs and safety components shall be provided to all school or activity bus drivers. In-service training shall include, but not limited to, the following topics: Basic motor vehicle laws, related administrative codes, pre-trip inspection procedures, student discipline and conduct, drug and alcohol testing procedures and policies, fuel	**Fairfax** – Here is an area where the specific helps and should be retained. Two hours is minimal, but it does help localities defend the need for training the face of tightening budget constraints. **Spotsylvania County Transportation Director –** About halfway through the paragraph, the sentence beginning with, "In-service training shall include, but not limited to," change to "In-service training shall include, but is not limited to…"	8VAC20-70-360. In-service training ~~(~~of at least two hours before the opening of the school year and of at least two hours during the second half of the school year~~)~~ devoted to improving ~~the~~ skills, attitudes, and knowledge, including orientation to maximize benefits of using safety programs and safety components, shall be provided to all school or activity bus drivers. In-service training shall include, but not be limited to, the following topics: basic motor vehicle laws, related administrative codes, pre-trip inspection procedures, student discipline and conduct, drug and alcohol testing procedures and policies, fuel conservation, safety, emergency procedures, student information and confidentiality, and local policies and

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conservation, safety, emergency procedures and student information and confidentiality and local policies and procedures as required by the division's transportation department. A copy of the agenda for each in-service training event shall be on file.		procedures as required by the division's transportation department. A copy of the agenda for each in-service training event shall be on file. **Put back in the 2 hour training requirement.**
8VAC20-70-380. Pre-trip safety inspection. Prior to the initial transporting of children each day the drivers of school and activity buses shall perform a daily pre-trip safety inspection of the vehicle ~~prior to transporting children~~. The items checked and recorded shall be at least equal to the pre-trip inspection procedure ~~as prescribed by~~ in the Preventive Maintenance Manual for Virginia School Buses issued by the Department of Education.	**Region 2 Directors –** Each school division would have the ability to develop their own pre-trip form which may include additional checks above and beyond the DOE minimum required inspection items. Some divisions want to eliminate the "under the hood" inspection requirements. **Virginia Beach City Transportation Director** – A good pre-trip inspection of the school bus prior to transporting students is the precursor to a safe trip to school for children. However, the pre-trip inspection should be reasonable, enforceable, logical, and not physically challenging to those employees that we require to perform the inspection. Should a school bus driver be required to ensure that the safety features on a school bus are working properly…the warning lights, the stop arm, and crossing gate, the lights, the horn… ABSOLUTELY…should a school bus driver be required to perform a technically impossible assessment of	No change to proposed language.

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	mechanical components…I think not. The under the hood requirement is an anachronism in modern technology. Therefore, I must question the necessity of the under hood inspection component of the Regulations Governing Pupil Transportation in the Commonwealth of Virginia. There was a time when school bus instrument panels included a fuel gauge and a speedometer. Today's school buses have technologies that have made the necessity of an under-hood, physically demanding inspection of the engine compartment obsolete. Just as newer cars and trucks have eliminated the need for the owner to perform visual or physical tasks on their personal vehicles, newer school buses have multiple gauges, computer systems, and alarms that provide the school bus driver with an immediate assessment of the engine compartment without the need to hurt themselves by pulling open a hood and climbing around, most often in the dark, in a school bus engine compartment. Everything on a school bus has turned electronic. Even Technicians no longer take the toolbox to the school bus anymore, they take the computer. Couple this with the fact that all school	

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	buses in Virginia are required to be serviced by a trained technician every 30 operating days to evaluate all parts of the school bus for defects and potential safety problems…something, I suspect, is not required of 18 wheel commercial vehicles… and the need to go "under the hood" becomes even more obsolete. In my opinion, under the hood pre-trip inspection requirements were implemented to protect the owner of the vehicle from damages due to low oil or other fluids. In all my research of the literature, I have been unable to find one citation where a child was injured due to low oil, low coolant or the failure of the school bus driver to look under the hood. However, I can site multiple examples of injuries to school bus drivers who are required to pull the hood open to perform this function. There are numerous references in the literature that point out the obvious…I quote just one example…"School bus drivers are part time. Drivers are not mechanics. A lot of places have drivers do under hood inspections. I've heard a whole bunch of horror stories, said Andy Sandstrom, shop manager for Schmitty and Sons. That stuff doesn't work. Drivers don't tell you until something happens." But, he	

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	cautioned, too many operations are driver dependent instead of mechanic dependent. "If we assume the driver is very knowledgeable about the vehicle regarding maintenance, many times that's an incorrect assumption," he added, point to the penchant of some drivers to treat the school bus like their private automobile in terms of keeping an eye on regular maintenance." Driver dependent is destined to fail. It's good to have driver knowledgeable about the vehicle but (the) repair function can't be dependent on the driver." There are those who would argue that they are only requiring this physically demanding pre-trip inspection because the CDL regulations include this in their training and over the road 18 wheelers must do one. I must point out that when the Motor Carrier Safety Act 1984 was enacted, school bus operations were exempt. "The LEA exemption originated in Sec. 206(f) of the Motor Carrier Safety Act of 1984 (Public Law 98-554, Title II; 98 Stat. 2833), which specifically required the Secretary to waive application of the regulations to school buses, unless the Secretary determined that such regulations are necessary for public safety. As with LEA bus drivers, contractor-	

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	employed school bus drivers must comply with the CDL and drug and alcohol testing requirements set forth in the FMCSRs regardless of whether the transportation is interstate or intrastate in nature. The regulatory oversight of school bus operations has traditionally been a State function. While the States have adopted the FMCSRs or compatible regulations to meet the requirements of the Motor Carrier Safety Assistance Program (MCSAP) (49 CFR part 350), they normally apply the same exemptions for government operations. The routine inspection of school buses is a State function and not a MCSAP-reimbursable activity." Issued on: March 11, 2004. Warren E. Hoemann, Deputy Administrator. [FR Doc. 04-6585 Filed 3-23-04; 8:45 am] In fact, school bus professionals and those in the industry fought many years to keep publically owned school bus fleets exempt from the requirements of the CDL regulations because of the numerous differences between the maintenance and safety inspections for School Board owned school buses versus privately owned 18 wheelers. Again, I encourage you to take a long look at the "under the hood" requirement of our	

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	school bus drivers and decide if it is necessary in this day and age of technology and electronics. Our school bus drivers are being injured and the regulation is suspect in our ability to enforce it on a daily basis. **Region 3 Directors –** Members questioned the procedures in the Preventive Maintenance Manual, 2008 issue; Region III is unaware of this version.	
8VAC20-70-460. Specifications. It is the intent of the Board of Education to accommodate new equipment and technology that will better facilitate the safe and efficient transportation of students. When a new technology, piece of equipment, or component is desired to be applied to ~~the~~ a school bus, it must have the approval of the Virginia Department of Education and must meet the following criteria: 1. The technology, equipment or component shall not compromise the effectiveness or integrity of any major safety system. 2. The technology, equipment, or component shall not diminish the safety of the interior of the bus. 3. The technology, equipment, or component shall not create	**Kingmor Supply, Inc. –** On March 24, 2009, Jim Jumonville, IC Bus, LLC, Steve Mitchell, Kingmor Supply, Inc. and Dave Preston, Kingmor Supply, Inc. attended a Specifications Committee meeting in Charlottesville, Virginia to voice our concern on the wording contained in Part IV, Section 8VAC20-70-460. Specifications. We feel that the wording in this section stating that buses must conform to the specifications relative to construction and design effective on the date of procurement should be worded to say that buses must conform to the specifications relative to construction and design effective on the date of manufacture. Our reasons is that the regulations and/or specifications could change between the date manufacture and date of procurement	No change to proposed language.

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additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone. 4. The technology, equipment, or component shall not require undue additional activity or responsibility for the driver. 5. The technology, equipment, or component shall generally increase efficiency or safety, or both, of the bus, generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus, or shall generally assist the driver and make his many tasks easier to perform. School b~~B~~uses and school activity ~~vehicles~~ buses must conform to the specifications relative to construction and design effective on the date of procurement. Any variation from the specifications, in the form of additional equipment or changes in style of equipment, without prior approval of the Department of Education, is prohibited. The Department of Education shall issue specifications and standards for public school buses to reflect desired technology	to the degree that to make the busses compliant as of the date of procurement would be cost prohibitive to the OEM, Dealer and the School Divisions. It would also make it difficult for the dealer to stock buses for rapid delivery to the School Divisions not knowing when the regulations would require extensive upgrades to meet the new requirements. We are also aware that the other School Bus Dealers in Virginia have expressed their concern on this same issue. Thank you for taking time to read this letter of our concern and request for change of verbiage.	

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or safety improvements for the then current model year.		
8VAC20-70-470. Adjustments. The Superintendent of Public Instruction is authorized to make such adjustments from time to time in technical specifications as are deemed necessary in the interest of safety and efficiency in school bus operation. This includes the issuance of chassis specifications by size, type and model year. Authority is also granted for conducting investigations and field tests of certain pertinent vehicle components.	**Fairfax** – We continue to face emerging technologies, changes in equipment capability and performance, and diminishing budgets. While we do not want to add any risk to the safety of students, we cannot sit idle or allow outdated policies to constrict us when opportunities to enhance safety or reduce cost are possible or should at least be studied. Neither can we afford to perform unnecessary duties or maintenance on equipment based on outdated information or regulations. For these reasons, the following changes are proposed for consideration in place of those offered by DOE. 8VAC20-70-470. Adjustments The Superintendent of Public Instruction is authorized to make such adjustments from time to time in technical specifications as are deemed necessary in the interest of safety and efficiency in school bus operation. This includes the issuance of chassis specifications by size, type and model year. Authority is also granted for conducting investigations and field tests of certain pertinent vehicle components. <u>Further, the Superintendent may allow exceptions to regulations for</u>	No change to proposed language.

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Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	the purpose of study in the interest of safety and efficiency. Such exceptions would be for a specified period and limited in scope to allow for adequate study and analysis, but not to exceed the authority of the State Board of Education.	
Physical Form	**Craig County** – I viewed the physical form and think it is very good. We have been needing an up grade on that form for quite some time. **Spotsylvania County Transportation Director –** Please add "or nurse practitioner" behind physician: In center of page 1 (Comments on History of Applicant by Examining Physician); In center of page 2 (I am a duly license physician…); bottom of page 2 (note 1, The examining physician….); bottom of page 2, (note 3, …signed personally by a physician…) **Prince William Education Association –** Issues with annual physicals and clinics must use; differences in how clinics handle process for the physicals; state does not allow use of personal physician; Expand the number of physicians county will allow drivers to use; have right to use personal physician	No change to proposed language on form.
Preventive Maintenance Manual	**Prince William County Transportation Director – Driver's Daily Pre-Trip Inspection -** Under Section A, number 2	Proposed changes to the manual to be consistent with changes in the body of the regulations.

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	(In the Engine Compartment) recommend adding j. Windshield Washer Fluid. **Step-by-Step Daily Bus Pre-Trip Inspection –** Under Section A, number 2 (Check Engine Compartment) - recommend adding Check Windshield Washer Fluid Level. **Inspection Schedules and Guidelines** - Should read every 180 calendar days instead of operating days.	
General Comments	**Concerned Citizen** – Perhaps I overlooked it, but I did not see any restrictions placed on the activities of school bus drivers while transporting students. With recent public transportation tragedies, it seems incumbent to assure that distractions are kept to a minimum when students are being bussed. Restricting the use of cell phones and other portable electronic devices, whether it be making calls, texting, or heaven forbid, game playing, by including such prohibitions in these regulations just makes sense to me. Curiously, such prohibitions were added to the regulations requiring signaling personnel for heavy equipment without reverse signals. (See Labor Dept. NOIRAs) School children deserve equal safety measures.	No recommendations by the committee.
	Concerned Citizen – I have reviewed the	No recommendations by the committee.

Attachment A

Public Comments Received on *Regulations Governing Pupil Transportation*

Proposed Change to Regulations (1st Review)	Public Comments Received	Committee/Staff Proposed Language Changes
	Virginia Admin. Code 8VAC20-70-10 through 525 and cannot find regulations for gated and/or private communities wishing to have school buses enter premises. I live in a gated community in Louisa County which is in the process of reviewing this regulation to permit public school buses into community for reasons of child safety and creating one (1) pick up for all children in community. We have adequate turn radii for buses and parking for parents bringing children to bus stop. Can you please guide me in the right direction as to how to find proper documentation, concurring to VAC procedures to Louisa County School Board Pupil Transportation?	

Attachment B

PROPOSED REVISIONS – SECOND REVIEW (MAY 2010)

Regulations Governing Pupil Transportation

Virginia Administrative Code

8VAC20-70-10. Definitions.

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

"Classroom instruction" means training provided by a qualified driver instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, or similar means. Instruction occurring outside a classroom is included if it does not involve actual operation of a school bus and its components by the student.

"Color-black" means federal standard No. 595, black.

"Color-yellow" means national school bus yellow School Bus Manufacturers Technical Council (SBMTC) color standard 008.

"Multifunction School Activity Bus (MFSAB)"/(school activity bus) means a school bus whose purposes do not include transporting students to and from home or school bus stops, as defined in 49 CFR 571.3. This subcategory of school bus meets all Federal Motor Vehicle Safety Standards (FMVSS) for school buses and meets all regulations for school buses, except the traffic control devices, identification, color, use of cruise control, and seating requirements.

"Nonconforming bus" means any vehicle designed to carry more than 10 passengers that is used to transport children to or from school or school-related activities that does not meet the federal standards, 49 CFR Part 571, specific to school buses or multifunction school activity buses. These vehicles are not approved for transporting students to and from school or school-related activities.

"School bus" means any motor vehicle ~~described in this chapter as "Type A1 and A2," "Type B1 and B2," "Type C," or "Type D," which is designed and used for the transportation of pupils which is,~~ other than a station wagon, automobile, truck, or commercial bus that is: (i) designed and used primarily for the transportation of pupils to and from public, private, or religious schools, or for the transportation of pupils with disabilities to and from a sheltered workshop; (ii) painted yellow with the words "School Bus" in black letters of a specified size on the front and rear; and ~~which is~~ (iii) equipped with ~~the required~~ warning devices ~~as stated~~ prescribed in §46.2-~~100~~ 1090 of the Code of Virginia. A yellow school bus may have a white roof provided such vehicle is painted in accordance with regulations and specifications of the Board of Education.

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~~Note: This definition includes school buses owned and operated by school boards, private contractors, local governments, and transit systems that are used for the transportation of public school pupils.~~

"Specially equipped bus" means a school bus designed, equipped, or modified to accommodate students with special needs.

"Type A school bus" ~~means~~ is a ~~van~~ conversion ~~or~~ bus constructed utilizing a cutaway front-section vehicle with a left side driver's door. ~~The entrance door is behind the front wheels.~~ This definition includes two classifications. Type A1, with a Gross Vehicle Weight Rating (GVWR) ~~less than or equal to 10,000~~ of 14,500 pounds or less; and Type A2, with a GVWR greater than 14,500 pounds but less than or equal to ~~greater than 10,000~~ 21,500 pounds.

"Type B school bus" ~~means a bus with a body~~ is constructed utilizing a stripped chassis. The entrance door is behind the front wheels. This definition includes two classifications: Type B1, with a GVWR ~~less than or equal to~~ of 10,000 pounds or less; and Type B2, with a GVWR greater than 10,000 pounds.

"Type C (Conventional) school bus" ~~means a bus with~~ is a body ~~constructed utilizing an~~ installed upon a flat-back cowl chassis with a hood and ~~front fender assembly~~ fenders. ~~The entrance door is behind the front wheels~~. This definition shall include two classifications: Type C1, with a GVWR range of 17,500 pounds with a design seating capacity range from 16 to 30 persons; and Type C2 with a GVWR of more than 21,500 pounds, designed for carrying more than 30 persons. The engine is in front of the windshield and the entrance door is behind the front wheels. Both Type C1 and Type C2 must be equipped with dual rear tires.

"Type D school bus" means a bus with a body constructed utilizing a stripped chassis. The entrance door is ahead of the front wheels. This bus is also known as a rear engine or front engine transit style school bus.

"Vehicle" means any vehicle owned or operated by, or owned or operated by any person under contract with, a county, city, town or school board in which any school pupils or personnel are transported at public expense to or from any public school.

Attachment B

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Part II

General Regulations

8VAC20-70-20. Transportation of children.

The greatest care shall be exercised at all times in the transportation of school children.

8VAC20-70-30. Safe speeds.

A school bus transporting school pupils shall be operated at a safe speed as stated in §46.2-871 of the Code of Virginia.

8VAC20-70-31. Driving Time.

Driving time for operators of any school bus, school activity bus, or school activity vehicle shall be pursuant to Section 46.2-812, Code of Virginia.

8VAC20-70-40. Seating.

The number of pupils who may ride a school bus shall be determined by the total number who can be seated on the seat cushion facing forward, safely seated within the seating compartment, and shall not exceed the manufacturer's capacity. ~~During the first 30 instructional days of the school year standees may be permitted for short distances in the aisle back of the driver's seat.~~ Pupils may not be permitted to stand ~~after the first 30 instructional days~~, except under unforeseen temporary emergency conditions and for short distances as identified in policy by the local school board.

8VAC20-70-50. Written employment agreement.

A written employment agreement shall be made by the school board with all regular school bus drivers before they begin their duties. Substitute drivers shall meet the requirements prescribed for regular bus drivers and shall be approved and paid by the local school board.

8VAC20-70-60. Entrance door.

The school bus driver shall open and close the entrance door and keep it securely closed while the bus is in motion. This responsibility shall not be delegated to any other person.

8VAC20-70-70. Traffic warning devices.

Every school bus operated at public expense for the purpose of transporting school children shall be equipped with traffic warning devices as stated in §§46.2-1090 and 46.2-1090.1 of the Code of Virginia.

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8VAC20-70-80. Loading or discharging pupils.

When loading or discharging pupils on the highway, stops shall be made in the right-hand lane and shall be made only at designated points where the bus can be clearly seen for a safe distance from both directions. Pupils shall be picked up and discharged only at designated school bus stops approved by the local school division except in the case of an emergency. While stopped, the driver shall keep the school bus warning devices in operation to warn approaching traffic to stop and allow pupils to cross the highway safely. Pupils who must cross the road shall be required to cross in front of the bus. They shall be required to walk to a point 10 feet or more in front of the bus, stop before reaching a position in line with the left side of the bus, and wait for a hand signal from the bus driver before starting across the highway.

On dual highways divided by a physical barrier, unpaved area, or five lane highway with turning lane, buses shall be routed so that pupils will be picked up and discharged on the side of the road on which they live. (See §§46.2-893 and 46.2-918 of the Code of Virginia.)

8VAC20-70-90. Safety belts.

Persons operating a school bus shall wear the appropriate safety belt system while bus is in motion.

8VAC20-70-100. Passenger restraint belts.

Pupils riding in school buses required by federal law to be equipped with passenger restraint belts shall wear them as required by state or federal law while the bus is in motion. ~~See Federal Motor Vehicle Safety Standards No. 209 and 210.~~

8VAC20-70-110. Pupil ~~rider~~ <u>transportation</u> safety instruction.

Pupil ~~rider safety~~ transportation instruction shall be included in the school curriculum, including demonstration and practices of safety procedures.

1. At the Pre-K-1 grade levels, initial safety training shall occur during the first week of school with additional training on a periodic basis during the year. ~~Students in grades 9 – 12 shall receive additional training on the rules for motorists approaching a stopped school bus and on safe following distances when operating a personal vehicle.~~

2. Emergency exit drills shall be practiced by all pupil riders at least twice a year, the first occurring during the first 30 instructional days and the second in the second semester, <u>and shall include the school bus driver.</u> Summer session evacuation drills should be performed as needed.

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3. A copy of bus rider safety rules shall be sent to parents at the beginning of the school year. The information shall include a request that parents or their designee accompany their young children to and from the bus stop.

8VAC20-70-120. Insurance.

Every vehicle used in transporting school pupils and personnel at public expense shall be covered by insurance that will provide financial assistance to pupils and personnel in case of injuries or deaths resulting from an accident as stated in §22.1-190 of the Code of Virginia.

8VAC20-70-130. Maintenance Inspection.

All school buses and school activity ~~vehicles and school vehicles~~ buses used to transport public school pupils to and from school and school activity events shall ~~undergo a Level 2 maintenance inspection as prescribed in the Preventive Maintenance Manual for Virginia School Buses~~ be inspected and maintained by competent mechanics ~~immediately before being used for each new school year, and a Level 1 inspection~~ at least once every 30 ~~45 operating days operating~~ school days, as denoted by the school division's approved yearly calendar, or every ~~2,500~~ 3,000 miles ~~traveled calendar days after the start of the new school year~~. In no case shall the occurrence of preventive maintenance on the per 3,000 mile schedule exceed 90 regular calendar days. Any bus that is removed from service so as to disrupt the scheduled maintenance shall be inspected prior to being returned to service. The inspections and maintenance shall be conducted in accordance with provisions of the "Preventive Maintenance Manual for Virginia School Buses, ~~March 2003~~" and recorded on the prescribed inspection forms or in a format approved by the Department of Education. If the inspection and maintenance are not made in a shop operated by the school board or the local governing body, the school board shall designate one or more inspection centers to make the inspections and require a copy of the results of the inspections to be furnished to the division superintendent. School division compliance with the foregoing maintenance inspection requirement shall be subject to verification by the Department of Education.

Subject to funds being available, the Department of Education shall conduct random operational assessments during the school year of school divisions' pupil transportation operations to ensure statutes, regulations, and specifications are being met. The Department of Education shall establish procedures for conducting the random operational assessments.

Maintenance and service personnel shall be encouraged to attend approved workshops or training institutes and shall receive all necessary service and maintenance publications for equipment serviced.

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8VAC20-70-140. Crash~~/incident~~ reporting.

A report, on forms or in a format furnished by the Department of Education, of any crashes ~~or incidents~~ involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) shall be sent to the Pupil Transportation Service, Department of Education by the division superintendent or designee at least once a month. The report shall give the apparent cause of the crash ~~or incident~~ and the extent of injuries to pupils or others. The division superintendent or designee shall notify the Pupil Transportation Service of any school bus crash ~~or incident~~ involving serious injuries, requiring professional medical treatment, or death within the next working day from the date of the crash ~~or incident~~.

A bus crash occurs when property damage is ~~$1,000~~ $1,500 or more or when persons are injured. ~~An incident occurs when property damage is $999 or less and there are no injured individuals.~~

The Department of Education shall publish on its Web site an annual report of the number of crashes involving school buses, pupils, and personnel who ride school or activity buses (including incidents of injury or death while crossing the road, waiting at bus stops, etc.) in each division.

8VAC20-70-150. Route schedule.

All school buses in operation shall be scheduled to maximize safety and efficiency. The schedule shall show the time the bus starts in the morning, the time it leaves each point at which pupils are picked up, ~~and~~ the time of arrival at school, and the time of drop off in the afternoon. One copy of such schedule shall be kept in the bus ~~and secured when the bus is unattended~~, and one copy shall be kept in the office of the division superintendent or designee and shall meet student records and information security requirements as stated in federal, state, and local policy.

8VAC20-70-160. Review of routes.

School bus routes, school sites, and safety of pupils at designated school bus stops shall be reviewed at least ~~once~~ ~~twice each year, once each semester~~ once a year and as changes occur. ~~Bus~~ R~~r~~outes shall be reviewed for safety hazards, fuel conservation, and to assure ~~maximum~~ the most efficient use of buses. Local school administrators shall evaluate the safety of pupils at bus stops periodically and shall at the request of the local school board report the results annually to the school board. Hazardous or unusual situations, to include railway crossings, shall be marked on the route sheet and made available to drivers and substitutes.

A written vehicular and pedestrian traffic control plan for each existing school site shall be reviewed annually for safety hazards. All new school site plans shall include provisions that promote vehicular and pedestrian safety.

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8VAC20-70-170. Railway crossings.

School buses shall stop, as required by law, at railway grade crossings. School buses equipped with a non-sequential lighting system must have these lighting systems deactivated when approaching a railroad grade crossing and ~~T~~ the 4-way hazard lights shall be activated when approaching the railway grade crossing and shall be deactivated before crossing the track. The bus driver shall turn off all noisy equipment, open the entrance door of the bus and determine when it is safe for the vehicle to cross the railroad tracks. The entrance door shall be closed when the bus is in motion. No stop need be made at any grade crossing where traffic is directed by a ~~police~~ law enforcement officer or a ~~green~~ traffic-control signal as stated in §46.2-886 of the Code of Virginia.

8VAC20-70-180. ~~Driver reports~~. Ridership and Miles Report.

School boards shall require that a report on the number of pupils transported and miles traveled be ~~made by all school bus drivers to principals or other designated school officials.~~ submitted to designated school officials.

8VAC20-70-190. Policies.

Local school boards shall adopt policies, consistent with provisions of the Code of Virginia, before establishing a practice of collecting transportation fees from pupils or receiving contributions from other sources for activities sponsored by schools under their authority. No pupil whose parent or guardian is financially unable to pay the pro rata cost of the trip may be denied the opportunity to participate. See §22.1-176 of the Code of Virginia. Each disabled child enrolled in and attending a special education program provided by the school division shall be entitled to transportation at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities. See §22.1-221 A. of the Code of Virginia.

8VAC20-70-200. Identification and lights covering.

The lettered identification and traffic warning lights on the front and rear of school buses shall be covered with opaque detachable material when ~~they~~ school buses are used for purposes other than to transport pupils on regular routes to and from school, ~~or~~ on special trips to participate in contests of various kinds, ~~and~~ or for supplementary education purposes as required by §22.1-183 of the Code of Virginia. This does not apply when the bus is being used to transport elderly or ~~mentally or physically handicapped~~ persons with disabilities.

8VAC20-70-210. Advertising material.

The use of posters, stickers, or advertising material of any kind is prohibited in or on school buses unless permitted by law.

8VAC20-70-220. Passage restriction.

No object shall be placed on any bus carrying passengers that will restrict the access to any exit, or restrict the freedom of motion of the driver for proper operation of the vehicle.~~, or where displacement of such objects may result in personal injury to passengers.~~ Drivers shall be observant of any objects that may cause personal injury to passengers and take reasonable precautions to secure such objects before the bus is in motion.

8VAC20-70-230. Required materials.

All vehicles used primarily to transport students to and from school or school-related activities shall carry reflective triangles, first aid kit, body fluid clean-up kit and fire extinguisher.

8VAC20-70-235. Funding for pupil transportation.

Funding for pupil transportation shall be pursuant to the provisions of the appropriation act.

8VAC20-70-240 to 8VAC20-70-270. [Repealed]

8 VAC 20-70-271. Records Retention

School division documents related to pupil transportation shall be retained in accordance with local policy and guidelines from the Virginia State Library.

Part III

Requirements For School Bus Drivers

8VAC20-70-280. Requirements for school bus drivers both for employment and continued employment.

Sections 22.1-178, ~~46.2-339, and 46.2-340~~ of the Code of Virginia require drivers of school and activity buses to:

1. Have a physical examination of a scope prescribed by the Board of Education with the advice of the Medical Society of Virginia and furnished on a form prescribed by the Board of Education showing the results of such examination.

a. No person shall drive a school bus unless that person is physically qualified to do so and has submitted a School Bus Driver's Application For Physician's Certificate signed

by the applicant and the doctor or a licensed nurse practitioner for the applicable employment period.

b. The physical form describes the basic physical qualifications for school bus drivers; however, the examining physician or licensed nurse practitioner shall make the final determination of the individual's physical capacity to operate a school bus based upon their assessment of the individual's overall physical condition.

2. Furnish a statement or copy of records from the Department of Motor Vehicles showing that the person, within the preceding five years, has not been convicted of a charge of driving under the influence of intoxicating liquors or drugs, convicted of a charge of refusing to take a blood or breath test, convicted of a felony, or assigned to any alcohol safety action program or driver alcohol rehabilitation program pursuant to §18.2-271.1 of the Code of Virginia or, within the preceding 12 months, has not been convicted of two or more moving traffic violations or has not been required to attend a driver improvement clinic by the Commissioner of the Department of Motor Vehicles pursuant to §46.2-~~497~~ 498 of the Code of Virginia.

3. Furnish a statement signed by two reputable persons who reside in the school division or in the applicant's community that the person is of good moral character.

4. Exhibit a license showing the person has successfully undertaken the examination prescribed by §46.2-339 of the Code of Virginia.

5. Be at least 18 years old.

6. Submit to testing for alcohol and controlled substances that is in compliance with the Omnibus Transportation Employee Testing Act of 1991 (Public Law 102-143, Title V) as amended and that is in compliance with 49 CFR Parts 40 and 382.

8VAC20-70-290. First aid course.

Any school board may require successful completion of the American Red Cross first aid course or its equivalent as a condition to employment to operate a school bus transporting pupils as required by §22.1-178 of the Code of Virginia.

8VAC20-70-300. Required documents.

The documents required pursuant to 8VAC20-70-280, parts 1 and 2, shall be furnished annually prior to the anniversary date of the employment to operate a school bus.

8VAC20-70-310. Filing. [Repeal]

~~The documents required pursuant to this section shall be filed with, and made a part of, the records of the school board employing such person as a school bus operator.~~

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8VAC20-70-320. Forms for applicants.

The Department of Education shall furnish to the division superintendents the necessary forms for applicants to use to provide the information required by this section. Insofar as practicable, such forms shall be designed to limit paperwork, avoid the possibility of mistakes, and furnish all parties involved with a complete and accurate record of the information required.

8VAC20-70-330. Health certificate.

As a condition to employment, every school and activity bus driver shall submit a certificate signed by a licensed physician or nurse practitioner stating that the employee appears free of communicable tuberculosis. The school board may require the submission of such certificates annually, or at such intervals as it deems appropriate, as a condition to continued employment.

8VAC20-70-340. Highway driving.

No person shall drive a school or activity bus upon a highway in the Commonwealth unless such person has had a reasonable amount of experience in driving motor vehicles, and shall have passed a special examination indicating the ability to operate a school bus without endangering the safety of pupil passengers and persons using the highway as stated in §46.2-339 of the Code of Virginia. To prepare for the examination required by this section, any person holding a valid operator's license and Commercial Driver's License (CDL) Instruction Permit issued under the provisions of §46.2-325 of the Code of Virginia, may operate, under the direct supervision of a person holding a valid school bus license endorsement, a school bus that contains no pupil passengers. The Department of Motor Vehicles is required to adopt such rules and regulations as may be necessary to provide for the examination of persons desiring to qualify to drive such buses in this Commonwealth and for the granting of permits to qualified applicants.

8VAC20-70-350. Training.

No person shall operate a school or activity bus transporting pupils unless the person has:

1. Received classroom, demonstration, and behind-the-wheel instruction in accordance with a program developed by the Department of Education pursuant to §22.1-181 of the Code of Virginia.

2. Completed a minimum of 24 classroom hours and 24 hours of behind-the-wheel training. A minimum of 10 of the 24 hours of behind-the-wheel time shall involve the operation of a bus with pupils on board while under the direct on-board supervision of a designated bus driver trainer. ~~Drivers of Type D buses must complete eight additional hours of training behind-the-wheel.~~ All drivers shall receive training in the operation of ~~a Type D~~ buses representative of the type used in the school division in which they will be

employed and in the transportation of students with special needs. Classroom instruction means training provided by a qualified driver instructor through lectures, demonstrations, audio-visual presentations, computer-based instruction, driving simulation devices, or similar means. Instruction occurring outside a classroom is included if it does not involve actual operation of a school bus and its components by the student. Behind–the-wheel training does not include time spent riding in a school bus or observing operation of a school bus when the student is not in control of the vehicle.

The superintendent or his designee shall maintain a record showing that the applicant has completed the training and has been approved to operate a school or activity bus.

3. New transportation directors/supervisors employed by school divisions shall complete the "Train the Trainer" class conducted by the Department of Education within a year after being employed in this position.

~~8VAC20-70-359. Requirements for School Bus Driver Instructors/Trainers.~~

~~Instructors must meet the requirements of a school bus driver, the training, and have at least 2 years experience operating a Class B type vehicle.~~

8VAC20-70-360. In-service training.

In-service training ~~(~~of at least two hours before the opening of the school year and of at least two hours during the second half of the school year~~)~~ devoted to improving ~~the~~ skills, attitudes, and knowledge, including orientation to maximize benefits of using safety programs and safety components, shall be provided to all school or activity bus drivers. In-service training shall include, but not be limited to, the following topics: basic motor vehicle laws, related administrative codes, pre-trip inspection procedures, student discipline and conduct, drug and alcohol testing procedures and policies, fuel conservation, safety, emergency procedures, student information and confidentiality, and local policies and procedures as required by the division's transportation department. A copy of the agenda for each in-service training event shall be on file.

8VAC20-70-370. Supervision.

The drivers of school and activity buses shall be under the general direction and control of the division superintendent or designee, and shall also be accountable to the principal of the school to which pupil transportation is provided.

8VAC20-70-380. Pre-trip safety inspection.

Prior to the initial transporting of children each day, t~~T~~he drivers of school and activity buses shall perform a daily pre-trip safety inspection of the vehicle. ~~prior to transporting children.~~ The items checked and recorded shall be at least equal to the pre-trip inspection

procedure ~~as prescribed by~~ in the Preventive Maintenance Manual for Virginia School Buses issued by the Department of Education.

8VAC20-70-390. [Repealed]

8VAC20-70-400. Evaluation.

Each school and activity bus driver shall be evaluated by the transportation director or designee at least once each year. The results of the evaluation shall be discussed with the driver and included in the driver's personnel file.

8VAC20-70-410. Emergency equipment.

The driver of activity or extracurricular trip buses shall advise the pupils and/or sponsors of the location of the required emergency equipment and exits prior to the beginning of any such trip.

8VAC20-70-411. Driver Trainers.

Behind-the-wheel driver trainers must meet the requirements of 8VAC20-70-280 and 8VAC20-70-350 and have at least 2 years experience operating a Class B vehicle.

8VAC20-70-420. Instructor course certificate.

Local school bus driver training instructors shall hold a certificate for completion of an instructor course conducted or approved by the Department of Education and shall attend a recertification course every five years. Certification expires at the end of the calendar year five.

8VAC20-70-430. Driver data.

The names and driver license numbers of persons operating school and activity buses and other vehicles used to transport pupils shall be submitted to the Department of Motor Vehicles annually as required by §46.2-340 of the Code of Virginia.

8VAC20-70-435. Filing.

The documents required pursuant to 8VAC20-70-280, 8VAC20-70-350, 8VAC20-70-360, 8VAC20-70-400 and 8VAC20-70-420 shall be filed with, and made a part of, the records of the school board employing such person as a school bus operator.

8VAC20-70-440. Responsibility for compliance.

The responsibility for compliance with the school bus and activity vehicle specifications issued by the Department of Education rests with dealers and manufacturers. If any dealer

or manufacturer sells school buses or school activity vehicles that do not conform to any or all of the specifications issued by the Department of Education, a general notice will be sent to all school divisions advising that equipment supplied by such dealer or manufacturer will be disapproved for school transportation until further notice. A copy of the notice will be sent to the dealer or manufacturer and will remain in effect until full compliance by the dealer or manufacturer is assured.

Dealers and manufacturers shall be given at least 30 days' notice of any changes in the specifications.

Part IV

General Requirements for School Buses In Virginia

8VAC20-70-450. Minimum ~~standards~~ specifications.

Minimum ~~standards~~ specifications are applicable to all school buses and school activity ~~vehicles~~ buses, new or used, procured by purchase, lease, or operational contract from another person or entity.

8VAC20-70-460. Specifications.

It is the intent of the Board of Education to accommodate new equipment and technology that will better facilitate the safe and efficient transportation of students. When a new technology, piece of equipment, or component is desired to be applied to ~~the~~ a school bus, it must have the approval of the Virginia Department of Education and must meet the following criteria:

1. The technology, equipment, or component shall not compromise the effectiveness or integrity of any major safety system.

2. The technology, equipment, or component shall not diminish the safety of the interior of the bus.

3. The technology, equipment, or component shall not create additional risk to students who are boarding or exiting the bus or are in or near the school bus loading zone.

4. The technology, equipment, or component shall not require undue additional activity or responsibility for the driver.

5. The technology, equipment, or component shall generally increase efficiency or safety, or both, of the bus, generally provide for a safer or more pleasant experience for the occupants and pedestrians in the vicinity of the bus, or shall generally assist the driver and make his many tasks easier to perform.

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School b~~B~~uses and school activity ~~vehicles~~ buses must conform to the specifications relative to construction and design effective on the date of procurement. Any variation from the specifications, in the form of additional equipment or changes in style of equipment, without prior approval of the Department of Education, is prohibited. The Department of Education shall issue specifications and standards for public school buses to reflect desired technology or safety improvements for the then current model year.

8VAC20-70-470. Adjustments.

The Superintendent of Public Instruction is authorized to make such adjustments from time to time in technical specifications as are deemed necessary in the interest of safety and efficiency in school bus operation. This includes the issuance of chassis specifications by size, type and model year. Authority is also granted for conducting investigations and field tests of certain pertinent vehicle components.

8VAC20-70-480. Bus identification.

All publicly owned, part publicly owned, or contract school buses, transporting pupils to and from public school, shall be painted a uniform color, national school bus yellow, and shall be identified and equipped as outlined in the ~~standards and~~ specifications.

8VAC20-70-490. Purchase.

The responsibility for purchasing school buses and school activity ~~vehicles~~ buses which meet state and federal requirements rests with division superintendents and local school boards.

A schedule for the replacement of buses on a continuing basis shall be developed and implemented by each school division.

8VAC20-70-500. Sale of surplus school buses.

A. Before a surplus school bus is sold or released for nonschool transportation purposes, the bus shall have the traffic warning signal system and crossing control arm removed and all school bus lettering shall be covered by an opaque paint. A written notice shall be attached to the Certificate of Title stating that the vehicle does not meet the requirements of §§46.2-100 and 46.2-1089 and that its operation on the highway would be in violation of §46.2-917 of the Code of Virginia.

B. In the event that the bus is sold to a private school or a licensed dealer, the written notice shall contain a reminder that the bus shall be painted a different color, and shall have the bus signal systems and lettering removed before release for nonschool transportation purposes.

PROPOSED REVISIONS – SECOND REVIEW (MAY 2010)

8VAC20-70-510. Vehicles powered by alternative fuels.

A. The Board of Education will continue to promote the use of alternative fuels for school buses. Any vehicle powered by alternative fuels will be subject to inspection and approval by the Virginia Department of Education.

B. Local school divisions, in consultation with the Department of Education, may purchase and use school buses using alternative fuels as covered in §22.1-177 of the Code of Virginia.

C. Installation of alternative fuel tanks and fuel systems shall comply with all applicable Federal Motor Vehicles Safety Standards (FMVSS) 301, 49 CFR Part 571, and all applicable fire codes.

~~D. A sign with black letters on clear or school bus yellow background, indicating the type of alternative fuel being used, may be placed on the side of the bus near the entrance door. No sign shall be more than 4-3/4 inches long or more than 3-1/4 inches high.~~

8VAC20-70-520. [Repealed]

Part V

School Activity ~~Vehicles~~ Buses

8VAC20-70-525. Regulations and standards.

School a~~A~~ctivity ~~vehicles~~ buses owned or operated under contract by or for the school board, which are used solely to transport pupils to and from school activity events, shall comply with all applicable regulations and standards prescribed for school buses except as noted in this part.

1. Exceptions, general regulations.

a. Pursuant to §46.2-871 ~~A~~an activity ~~vehicle~~ bus transporting school pupils shall be operated at a safe, legal speed ~~not in excess of 55 miles per hour~~.

b. No standees shall be permitted.

~~c. The eight-inch school bus lettered identification and traffic warning devices shall be removed by the local school division as required by §§46.2-100 and 46.2-1090 of the Code of Virginia. The name of the school division or individual school shall be placed on both sides of the vehicle.~~

c. Stops for the purpose of loading or discharging pupils on the travel portion of the highway shall not be permitted.

PROPOSED REVISIONS – SECOND REVIEW (MAY 2010)

~~2. Exceptions, minimum standards for school buses in Virginia.~~

~~a. School activity vehicles shall not be painted national school bus yellow.~~

~~b. Other types of seats and increased spacing may be used provided all provisions of FMVSS 222, 49 CFR §571.222, are met.~~

8VAC20-70-530 to 8VAC20-70-1510. [Repealed].

DOCUMENTS INCORPORATED BY REFERENCE

Preventive Maintenance Manual for Virginia School Buses, ~~March 2003~~, Virginia Department of Education.

Board of Education Agenda Item

Item: C. **Date:** May 27, 2010

Topic: Final 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

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

Origin:

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

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

_X_ Action requested at this meeting

___ Action requested at future meeting: _____

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action
- date April 22, 2010
- action First review of this request

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 approve 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: 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 beginning with the 2010-2011 school year.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. Box 2120
RICHMOND, VIRGINIA 23218-2120

REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS AND/OR APPROVAL OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions **are required** to appear before the board **in person or electronically** to explain a waiver request.)

SCHOOL DIVISION 113

TITLE OF PROGRAM/ACTIVITY Shenandoah Valley Head Start Program

TYPE OF APPROVAL REQUESTED:

- ☐ Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- ☐ Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- ☐ Approval of an Experimental Program (8 VAC 20-131-290.D)
- x Approval of an Innovative Program (8 VAC 20-131-290.D)
- ☐ Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-**350**) (Complete Pages 1 and 3 of the application only.)

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY 3

March 16, 2010
Date Approved
by the Local School Board

Sallie M. Stuckey
Signature
Chairman of the School Board

April 6, 2010
Submission Date

Donald J. Ford
Signature
Division Superintendent

SCHOOL DIVISION 113

TITLE OF PROGRAM/ACTIVITY Head Start Consortium programming for pre-school education

IF THE PROPOSED PROGRAM IS EXPERIMENTAL OR INNOVATIVE, EXPLAIN HOW THIS IS SO AND PROVIDE A PROGRAM DESCRIPTION, INCLUDING THE TYPE OF PROGRAM, ITS PURPOSE, THE GRADES SERVED, DEMOGRAPHIC INFORMATION DESCRIBING THE STUDENTS WHO WILL BE ATTENDING, THE RATIONALE FOR THE PROGRAM, THE PROGRAM'S GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

Request: Harrisonburg City Public Schools (HCPS) have five elementary schools that all participate in the Shenandoah Valley Consortium for Head Start, a pre-school consortium, which is operated by Augusta County Public Schools. This consortium is part of a national child development program to promote academic, social and emotional development for children in eligible families. It includes Augusta, Bath, Highland and Rockingham counties as well as the cities of Harrisonburg, Staunton, and Waynesboro.

In 2009, Spotswood and Waterman Elementary schools were approved as innovative programs by the Virginia Board of Education and therefore are authorized to open prior to Labor Day in order to participate in the consortium. Three HCPS elementary schools, Keister, Smithland, and Stone Spring, are also part of this consortium but no request was made in 2009 to open these schools prior to Labor Day as innovative programs. Instead, these three schools were able to qualify for pre-Labor Day opening because each school participated in an instructional program that was dependent on and provided in one or more elementary, middle or high schools of another school division that qualified for a waiver. The dependencies were related to shared special education programs with neighboring school divisions.

The dependencies for two schools, Keister and Smithland no longer exist. The special education programs that we participated in last year in other divisions are now housed in our school division to try to better meet the needs of our students. HCPS is seeking approval for Keister, Smithland and Stone Spring Elementary Schools to qualify for a pre-Labor Day opening under the same justification used when Spotswood Elementary and Waterman Elementary qualified last year for this waiver as these three elementary schools have participated in the Head Start pre-school consortium since its inception.

In this request, HCPS is asking the Virginia Board of Education to approve the following schools as innovative programs, beginning in the 2010-2011 school year: 1) Keister Elementary; 2) Smithland Elementary; and 3) Stone Spring Elementary. Stone Spring Elementary has been approved to open early as a dependent program in 2010-2011 but HCPS would treat it as an innovative program for 2010-2011 and beyond if this request is approved.

Background: Harrisonburg City Schools (HCPS) has approximately 4400 students served by one high school, two middle schools, and the five elementary schools noted above. Our school population is very diverse with a high ESL population. Students come from 46 different countries and speak 41 different languages other than English. Currently we have a 41% ESL population with a 63% division free and reduced lunch population. All Head Start students served in HCPS receive free lunch and all HCPS elementary schools have Head Start classrooms. Seventy percent of our Head Start students are ESL.

Since 1994, we have participated in a 7 school district consortium for pre-school programming. Within the consortium we have working agreements with Augusta County Schools, the fiscal agent that manages the Head Start program. Augusta County does qualify for a pre-Labor Day opening in the 2010-2011 school year for the number of days missed due to weather. Funding for the program is stable and will continue in the 2010-2011 school year.

All pre-K teachers in the Head Start Consortium are employed by the Augusta County School System. In addition to the services to Head Start funded children, the Consortium participates in collaboration with the Virginia Preschool Initiative (VPI) and early special education preschool.

As part of this consortium, HCPS Head Start classrooms share common essential support systems with the other divisions in the Consortium. The Consortium provides all pre-K students, whether part of the VPI or Headstart, with the

same services in order to assure both continuity and efficiency. Such services are a common curriculum, common assessment system with a web-based entry, common staff development, a joint Parent Policy Council and common business meetings. A common school calendar will provide HCPS the continued opportunity to access the Head Start Services in an equal manner as all other school divisions involved.

The Shenandoah Valley Head Start participates in a regional advisory collaboration committee planning process formed in 2007 to assist the seven school divisions' coordination efforts to support all preschool options they offer. Staff development and the coordination of services are planned by the regional Head Start authority (Augusta County) for employees working with this program. This coordination of services is important so that all teachers share a common calendar to access staff development opportunities, testing schedules, parent-teacher conference days and parent advisory meetings. The regional Head Start program uses *Creative Curriculum and Blue Print Early Literacy* in all classrooms supplemented with additional research-based educational materials. The Blue Print Early Literacy is a critical offering by the program to assist children prepare for literacy requirements upon entry into kindergarten. The effective application of the curriculum is monitored using assessment design by *Creative Curriculum*. This assessment program is web-based and has a common assessment window for all Head Start classrooms. If HCPS Head Start classrooms were on a different school schedule our students would not be ready to be assessed by the first scheduled assessment date. All Head Start classrooms share a common staff development schedule. If HCPS Head Start classrooms were on a different school calendar we would not be able to access staff development trainings led by the Head Start Consortium. This would not allow HCPS Head Start classrooms teachers the benefit of valuable training especially in instructional areas such as pacing, assessment, alignment and articulation.

The Shenandoah Valley Head Start program enters the 16th year of continued service to the seven school districts with a current funded enrollment of 274 three and four year olds. To help ensure that all preschool programs are working in harmony, steps are taken to minimize competition for enrolling children and to prevent parents from thinking they must "shop around" for the best school-based preschool option. As part of its agreement to participate in the consortium, divisions agree to operate on the calendar adopted by the Augusta County School board for streamlined instructional programs for all pre-K students, common assessment windows, common staff development training, common parent-teacher conference days and all unified planning opportunities as it relates to instruction.

In Harrisonburg, both VPI and Head Start funded classrooms are blended classrooms as they both have students who are receiving Early Childhood Special Education (ECSE) services. Shenandoah Valley Head Start maintains a detailed schedule of reciprocity of sharing resources and equity of staffing patterns that is revised periodically.

DOES THE PROGRAM REQUIRE THAT SCHOOLS IN THE DIVISION OPEN PRIOR TO LABOR DAY?
xYES ☐ NO.

IF YES, EXPLAIN WHY.

Impact on Services: If children in Head Start consortium classrooms located in Keister, Stone Spring, and Smithland Elementary Schools follow an after Labor-Day opening and not the pre-Labor Day opening calendar the following would be impacted:

> All other Shenandoah Valley Head Start Program students and classrooms will start August 24th and will be in school 9 days prior to Keister, Smithland and Stone Spring Head Start classrooms. Since the Head Start Consortium purchases the Creative Curriculum and a common assessment window is used for all schools, Keister, Smithland Head Start and Stone Spring students would have 9 fewer days of instruction prior to the first assessment than other Head Start students.
>
> Support services such as Music, Guidance, Physical Education, Art, and Library need to be provided daily to preschool students. If this waiver is not granted, access to staff development and *instructional planning* for these support teachers would be affected since the remaining HCPS staff would be on a different school calendar.

Staff development for Head Start and other pre-school teachers is coordinated and conducted regionally prior to the first day of school. The Head Start teachers in Keister, Stone Spring, and Smithland Elementary schools would not be "under contract" and not able to participate if those schools opened after Labor Day unless HCPS would pay the three Head Start teachers in Keister, Smithland and Stone Spring Elementary Schools for the two days of training provided by Head Start at a cost of approximately $190 per day per teacher.

Transportation is provided to and from school daily. If the Head Start classrooms in Keister, Smithland and Stone Spring requested to open 9 days early to keep programming consistent across all Head Start HCPS classrooms transportation would need to be provided at an additional approximate cost of $1000 per school.

IF THE PROGRAM IS EXPERIMENTAL, INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

A desired outcome of the Head Start program is to provide a common instructional program using *Creative Curriculum and Blue Print* in all classrooms supplemented with additional researched-based educational materials. The effective application of the curriculum is monitored using assessment design by *Creative Curriculum*. This assessment system is a web-based system utilizing a common test window. If HCPS Head Start classrooms are on a different school calendar, students will not be ready for the assessments they are to take given the common assessment schedule. If the schools in Harrisonburg City Schools opened on a different schedule VPI preschool students and Head Start preschool students who are attending school in the same building would be on a different grading/progress report cycle, confusing for parents and hard for teachers.

Head Start has been successful in meeting the needs of preschool children. Our administrators inform us that children coming from preschool programs such as Head Start have a better success rate in meeting Kindergarten objectives.

The program is expected to be successful because Head Start research indicates that by enhancing the cognitive, social, and emotional development in learning environments, children grow in language, literacy, mathematics, science, social, and emotional functioning, creative arts, and physical skills.

This program achieves this through providing comprehensive health and educational services, nutritional, social, and other developmental interventions for children and their families in schools, communities, and at home.

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM.

A desired outcome of Head Start program is meeting the Virginia requirements defined in the Virginia Foundation's Block's for Early Learning. Children who participate in this program will be prepared to enter Kindergarten. PALS PreK was developed by the University of Virginia's Curry School of Education through a grant provided by the Virginia Department of Education. Children are evaluated in six emergent literacy fundamentals to assess their knowledge. The six literacy fundamentals include: name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. The children are assessed in the fall, at mid-year, and in the spring. Historical data has shown that that 94-97% of the children who participate in the program will fall within or above the targeted developmental range.

A desired outcome of the Head Start program is to ensure the strong connection between home and school in meeting the needs of children. Head Start and school divisions collaborate to support a comprehensive support service network that includes guidance, Intervention Response Teams (IRT), division health services, mental health intervention and prevention using school psychologists, social workers and other related school division personnel, parent involvement and community advocacy to ensure students receive a solid pre-school education.

SCHOOL DIVISION 113

TITLE OF PROGRAM/ACTIVITY Shenandoah Valley Head Start Program

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

Not Applicable

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

The assessment data related to ESL children indicates that gaining early language mastery reduces remediation for ESL children in later grades due to language use issues. Children will be assessed using the creative curriculum assessment system. Additionally, there will be a literacy assessment (PreK PALS) and a math assessment (iSteep). The results of these assessments will be used in conjunction with the outcomes of a classrooms observation using an Early Childhood Environmental Rating Scale (ECERS) and a Classroom Assessment Scoring System (CLASS) to determine program strengths and needs.

Harrisonburg City Schools report as a result of rich language instruction and a solid pre-school education, there is increased family involvement in their child's education. Additional ESL support is noticeably reduced and there are fewer difficulties in transitioning children into kindergarten.

Number of students involved in the program 84

What is the anticipated length of the program or duration of the waiver? On-going

Questions should be directed to the Division of Policy and Communications at (804) 225-2092, or by e-mail to policydata@doe.virginia.gov. This application and supporting documentation must be sent to:

Division of Policy and Communications
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Attachment to the **REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS AND/OR APPROVAL OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM**
For Harrisonburg City Schools

Other Considerations:

Mentor-Tutor Program

Harrisonburg High School offers a program/course for students who plan to pursue a baccalaureate degree and employment in a professional career. The course is designed to provide students with an in-depth orientation to a career and exposure to the supervisory, management, and decision-making skills needed for the profession. One of the mentorship opportunities allows high school students to work along side teachers in the Harrisonburg City Schools. A minimum of 90 hours is required in addition to the submission of a portfolio of learning experiences that were encountered during the mentorship training. A number of ESL and minority students participate in this program gaining valuable work experience. The "real world" work experience is a beneficial tool in helping to define career choices and provides students the opportunity to see first hand the day to day operation of businesses and for those students who may wish to enter the field of education. Harrisonburg High School does send students into all elementary schools, including Keister, Smithland and Stone Spring that do not qualify for a pre Labor Day opening. Harrisonburg High School does qualify for a pre Labor Day opening. High school students provide tutoring for elementary students during their mentorships. They also assist with before and after school tutoring sessions in the assigned schools.

The mentorship program provides a structured, hands-on experience for students interested in the field of education. It is an innovative way to not only allow students to experience work-based learning and earn a credit, but also to increase the potential field of future educators. Students learn a great deal from being in the classroom and working one on one with students. They are able to apply what they have learned from their own classroom experiences. They usually complete the program with excitement and enthusiasm for the teaching profession.

Students from the high school do begin their work in elementary schools within the first two days of school. If other schools within our division did not start until after Labor Day and if Harrisonburg High School were to open before Labor Day, students could lose days of mentorship time. Since students need to be placed to satisfy the 90 hour requirement for time spent in their mentorship assignment as early as possible, schools that were not available to high school students beginning within the first days of school would lose HHS students mentorship students to other schools that could open prior to Labor Day. This would negatively affect placement and tutoring opportunities for Keister, Smithland and Stone Spring that do not qualify. Keister, Smithland and Stone Spring Elementary schools may lose Harrisonburg High School placed student mentors since they would not be able to start until after Labor Day. On average 2-8 Harrisonburg High Schools are placed in each elementary school during a given year.

Board of Education Agenda Item

Item: D. **Date:** May 27, 2010

Topic: Final 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

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

Origin:

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

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

_X_ Action requested at this meeting

____ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date April 22, 2010

action First review of this request

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 approve the request from Richmond 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 is not expected to be significant.

Timetable for Further Review/Action: 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.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. Box 2120
RICHMOND, VIRGINIA 23218-2120

DIVISION OF POLICY & COMMUNICATIONS
APR 7 2010

REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS AND/OR APPROVAL OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions **are required** to appear before the board **in person or electronically** to explain a waiver request.)

SCHOOL DIVISION Richmond Public Schools

TITLE OF PROGRAM/ACTIVITY Patrick Henry School of Science and Arts – A Charter School Serving Grades K-5

TYPE OF APPROVAL REQUESTED:

- ☐ Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- ☐ Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- ☐ Approval of an Experimental Program (8 VAC 20-131-290.D)
- X Approval of an Innovative Program (8 VAC 20-131-290.D)
- Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-**350**) (Complete Pages 1 and 3 of the application only.)

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY Patrick Henry School of Science and Arts

March 29, 2010
Date Approved
by the Local School Board

Signature
Chairman of the School Board

April 6, 2010
Submission Date

Signature
Division Superintendent

SCHOOL DIVISION Richmond Public Schools

TITLE OF PROGRAM/ACTIVITY Patrick Henry School of Science and Arts – A Charter School Serving Grades K-5

IF THE PROPOSED PROGRAM IS EXPERIMENTAL OR INNOVATIVE, EXPLAIN HOW THIS IS SO AND PROVIDE A PROGRAM DESCRIPTION, INCLUDING THE TYPE OF PROGRAM, ITS PURPOSE, THE GRADES SERVED, DEMOGRAPHIC INFORMATION DESCRIBING THE STUDENTS WHO WILL BE ATTENDING, THE RATIONALE FOR THE PROGRAM, THE PROGRAM'S GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

Request: Beginning in the 2010-2011 school year, the Patrick Henry School of Science and Arts (PHSSA) will open as a school serving grades K-5. PHSSA is a public charter school operating under a contractual agreement with Richmond City Public Schools (RPS). On behalf of PHSAA, Richmond City Public schools is requesting a waiver from the Virginia Board of Education so that PHSAA may begin the school year prior to Labor Day. If this waiver is granted, PHSSA will open on August 9, 2010 and anticipates providing 183 1/2 days of instruction.

Background: (PHSSA) is an innovative program with a rigorous science and arts curriculum that emphasizes environmental awareness and social responsibility. Through the school's integrated theme-based curriculum and overall progressive approach to learning, students will develop the advanced academic skills, strong personal values, and critical social and cultural understandings they need to become effective citizens in today's complex and evolving world. Forest Hill Park, adjacent to the Patrick Henry building, offers a rich natural learning environment. Interactive park experiences will be utilized to enhance understanding of all subject areas. Through a rigorous literacy program, students will leave elementary school with knowledge of all core disciplines, understanding of scientific principles, and an appreciation for the arts that will serve them in future grades and throughout their lives.

A cornerstone of the PHSSA paradigm is acknowledgment that education of the whole child is a community effort that requires participation of the family in addition to the school. Students simply learn better when their family is involved in their education. PHSSA therefore requires family involvement as a condition of admission and continued enrollment of a child to the school. Family members will be required to give approximately six (6) hours per quarter of their time to the school. Involvement hours will be fulfilled in a way that is manageable to all families/guardians.

PHSSA will serve Richmond City students in grades K-5. PHSSA will enroll 150 students for the 2010-11 school year. Student selection has not been completed for the 2010-11 school year. PHSSA in their application stated that their student population would mirror RPS demographics.

The creation of Patrick Henry School of Science and Arts meets Richmond's need for an elementary school that develops the whole child, promotes ethnic diversity, and levels economic barriers through innovative educational approaches that have proven successful in other states.

Student Achievement Goals:

- Master State and Federal learning objectives
- Develop reasoning skills through science and arts curriculum
- Acquire problem solving skills through scientific inquiry
- Foster an appreciation of the natural world through environmental studies
- Increase social awareness through the arts and social sciences
- Develop citizenship skills

- Master self discipline
- Develop an appreciation of diversity
- Develop mental creativity and flexibility through an interdisciplinary curriculum

Evaluation Procedures
PHSSA will use the same grading system as other RPS elementary schools. PHSSA will meet Federal and State accountability measures including AYP and accreditation. PHSSA shall implement a comprehensive student academic/achievement testing program that includes all state, federal, and local assessment requirements, including administration of Virginia's SOL assessments at the required grade levels.

The PHSSA will use multiple assessment measures to create a comprehensive picture of student achievement and perform grade level assessment. Students will master state objectives for each grade year. PHSSA will utilize an assessment reporting system compiled from standardized assessments and scoring rubrics will be used to determine student performance and mastery of the integrated curriculum content. Assessment data will be provided in the form of Assessment Data Reports that will be submitted to the superintendent each nine weeks, in conjunction with the RPS reporting requirements.

Each year, a Personalized Evaluation Plan (PEP) will be developed for each student, based on reading and other assessments, and input from the child's teachers and parents or guardians. These plans will assess what the child has learned and set educational goals for the upcoming year. These plans also will serve as a guide for each student's individual instruction, and will aid teachers in crafting individualized lesson plans that serve specific student's needs and capabilities.

DOES THE PROGRAM REQUIRE THAT SCHOOLS IN THE DIVISION OPEN PRIOR TO LABOR DAY?
X☐ YES ☐ NO.

IF YES, EXPLAIN WHY.
Patrick Henry intends to have a "progressive quarter calendar" (PQC), which will contain the same number of school days in the school year as traditional school calendars, but the school days are distributed more evenly throughout the year. Each quarter is followed by a break of at least two weeks. At the end of the school year (in summer), the vacation break is five weeks. The PHSSA school calendar is attached for review.

The PQC is an essential component of the instructional strategy that promotes continuous learning. The progressive quarter calendar has several academic benefits. It aids in the learning retention usually lost over summer months, reduces teacher and student burn-out by offering quarterly breaks, and ultimately aids in teacher retention. The calendar also allows for a better utilization of Forest Hill and James River Park resources as all four seasons can be studied equally and affording more fair weather days in which to use the outdoor classroom. The intercession between quarters will be used to remediate and enrich learning through camps rather than waiting until summer time to address areas where students need help.

IF THE PROGRAM IS EXPERIMENTAL, INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

year-round program at PHSSA will provide remediation and enrichment instruction during intercessions that will meet the abilities, interests, and educational needs of its students. Students who are not successfully progressing in reading shall receive additional instructional time in reading, which will include instruction

during intercession. During intercession, specific remedial classes will be offered and tailored to address identified student skill deficits from the prior quarter. PALS results, DRA 2 assessment results and assessments from the core reading program Reading Street by Pearson / Scott Foresman will be used to determine specific small group reading instruction. Teachers will write and implement lessons to meet the specific needs of each student. Students will receive instruction in small group setting with a teacher/ pupil ratio of one to five.

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM.

The anticipated outcomes for students attend PHSSA are as follows:

1. All third and fifth graders will read at or above grade level by year three of operation as measured by PALS and DRA results
2. Students will achieve and exceed the State and Federal Benchmarks for the 2010-11 school year
3. Acquire problem solving skills through scientific inquiry
4. Foster an appreciation of the natural world through environmental studies
5. Increase social awareness through the arts and social sciences
5. Develop mental creativity and flexibility through an interdisciplinary curriculum

Mastery of goals three to five will be demonstrated in each student's Personalized Evaluation Plan and portfolio.

SCHOOL DIVISION Richmond Public Schools

TITLE OF PROGRAM/ACTIVITY Patrick Henry School of Science and Arts – A Charter School Serving Grades K-5

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

Code of Virginia § 22.1-79.1. Opening of the school year; approvals for certain alternative schedules
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.

For purposes of this section, "good cause" means: 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

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

PHSSA will quarterly monitor student achievement to determine if the progressive calendar has a positive effect on student achievement. The PHSSA accountability plan is modeled in accordance with the Richmond Public School's Balanced Scorecard presenting the education goals with leading and lagging indicators.

PHSSA will provide an innovative interdisciplinary program of instruction that promotes individual student academic achievement in the essential academic disciplines and will provide additional instruction opportunities through using a progressive calendar. The year-round program provides remediation and enrichment instruction during intercessions that will meet the abilities, interests, and educational needs of its students. Students who are not successfully progressing in reading skills shall receive additional instructional time in reading, which will include instruction during intercession.

The progressive calendar allows for environmental on-site learning to be integrated into the curriculum which is a key component of the instructional program at PHSSA.

Number of students involved in the program 150

What is the anticipated length of the program or duration of the waiver? July 2010 – June 2011

Questions should be directed to the Division of Policy and Communications at (804) 225-2092, or by e-mail to policydata@doe.virginia.gov. This application and supporting documentation must be sent to:

Division of Policy and Communications
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

PHSSA School Calendar
2010-2011

183½ Teaching Days
10½ Planning & Development Days
10 In-Service Days
School opening delayed until August this year only

July
19-30 ..... In-Service Training (Only Teachers Report)

August
2-6 .....Planning & Development (Only Teachers Report)
9 .....First Day of School (All Students Report)

September
2 .....Evening Parent/Teacher Conferences (19 days)
6 .....Labor Day (School & Office Closed)

October
5 .....Evening Parent Teacher Conferences (41 days)
8 .....End of First Grading Period (43 ½ days)
8 ..... Early Release / ½ Teacher Work Day
11-15 ..... Intersession

November
2 .....Planning & Development (Students Do Not Report)
11 ..... Evening Parent/Teacher Conferences (18 days)
24 .....Early Dismissal (Students & Staff)
25-26 ..... Thanksgiving Holiday (School & Office Closed)

December
14 .....Evening Parent/Teacher Conferences (38 days)
20-31 .....Winter Holiday (School Closed)

January
3-7 ..... Intersession
13 ..... End of Second Grading Period (44 ½ days)
13 ..... Early Release / ½ Teacher Work Day
14 .....Planning & Development (Students Do Not Report)
17 .....Martin Luther King, Jr. Day (Schools & Office Closed)

February
8 .....Evening Parent Teacher Conferences (16 days)
21 .....Presidents' Day (School & Office Closed)

March
10 .....Evening Parent/Teacher Conferences (37 days)
18 ..... End of Third Grading Period (42 ½ days)
18 .....Early Release / ½ Teacher Work Day
21-25 ..... Intersession

April
18-22 ..... Spring Break Holiday (Students & Staff)
26 .....Evening Parent Teacher Conferences (17 days)

May
19 .....Evening Parent/Teacher Conferences (34 days)
30 .....Memorial Day (School & Office Closed)

June
16 ..... Last Day of School
16 ..... End of Fourth Grading Period (53 days)
17 ..... Professional Development (Students Do Not Report)
20-30 ..... Intersession

Calendar Key:

First Day of School
Last Day of School
Teacher Planning & Development
In-Service Training
Evening Parent/Teacher Conferences
Holiday
Early Dismissal, Report Cards, Planning & Development
Intersession

July 2010

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2010

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26	27	28	29	30		

October 2010

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24	25	26	27	28	29	30
31						

November 2010

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28	29	30				

December 2010

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January 2011

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30	31					

February 2011

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27	28					

March 2011

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April 2011

S	M	T	W	T	F	S
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24	25	26	27	28	29	30

May 2011

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2011

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
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Board of Education Agenda Item

Item: E. **Date:** May 27, 2010

Topic: Final 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

Presenters: Mrs. Patty S. Pitts, Assistant Superintendent of Teacher Education and Licensure
Dr. Lenna Ojure, Director of Teacher Education, Washington and Lee University

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

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

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

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

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date April 22, 2010
action The Board of Education received ABTEL's recommendation for first review.

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

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

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

A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE),

the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.

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

1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

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

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

1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and
2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.

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

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

<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
Com puter Science
English
History and Social Science
Mathem atics
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.*

In response to the April 22, 2010, request from the Board of Education, Dr. Hank Dobin, dean of the College, and Dr. Lenna Ojure, director of teacher education, at Washington and Lee University, submitted the attached letter advising the Board of Education on the institution's progress to address the weaknesses identified by the review team since the November 29-December 2, 2009, on-site visit.

Superintendent's Recommendation:

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

Impact on Resources:

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

Timetable for Further Review/Action:

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

Appendices

- **Letter from Dr. Hank Dobin, dean of the College, and Dr. Lenna Ojure, director of teacher education, Washington and Lee University, to advise the Board of Education on the institution's progress to address the weaknesses identified by the review team since the on-site visit**

- ***Professional Education Program Review Team Report of Findings***

- **Letter from the 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)**

WASHINGTON AND LEE
UNIVERSITY

THE COLLEGE

APR 2 9 2010

April 26, 2010

Director of Teacher Education
Dr. JoAnne Y. Carver
Virginia Dept. of Education
PO Box 2120
Richmond, VA 23218-2120

Dear Dr. Carver, Mrs. Pitts, and Members of the Virginia State Board of Education:

Thank you for the opportunity to update the Board on the progress we have made to remedy the weaknesses reported by the Program Review Team that visited our campus in late November. Washington and Lee University, with our consortium partner Virginia Military Institute, is fully committed to establishing a teacher education program that will produce well-trained teachers who will act as leaders in their schools. We have created a program that is in line with the high standards we set for all our academic departments.

Since the Review Team's visit, we have been working to satisfy the identified weaknesses in Standards 1 and 2. To date, we have completed the following:

Standard 1

Weakness: Information on credit hours for each endorsement does not appear in one published document and key information on requirements not in current publications.

> **Action**: Documents containing all needed information have been prepared and will be posted on the W&L Teacher Education website as soon as our program is approved. The link to the website will be published in W&L's online catalog.

Weakness: RTEC Framework not reflected adequately in fieldwork handbooks and evaluation documents. Fieldwork handbooks do not reflect parent and community involvement.

> **Action:** The following steps are complete:
> - Revised field experience evaluation and teacher candidate evaluations now reflect the RTEC Framework.

Founded in 1749

204 W. Washington Street | Lexington, VA 24450-2116
(540) 458-8746 | Fax (540) 458-8945
http://thecollege.wlu.edu/

- Revised practicum handbook for teachers now includes the RTEC framework and required hours.
- Produced a chart in the student practicum handbook that provides the necessary hours and the increased expectations of each fieldwork experience of, including parent and community interaction.
- Revision of the student teaching handbook now reflect our framework throughout, with a clear statement on needed hours, a chart for recording hours, and a statement on parent and community involvement.

Weakness: Need for an advising check sheet for each endorsement program that clearly indicates the total number of hours required for the program.

Action: Drafts of advising sheets for each endorsement area will be completed by May 15, 2010, and meetings are being scheduled with each content area department head to review the drafts and final guidelines for licensure in each endorsement area. Anticipated completion date for all endorsement advising sheets is August 15, 2010.

Weakness: Need for clarification of admissions requirements for each entry point in the program.

Action: A document has been drafted that clarifies all requirements; it will be posted on the W&L Teacher Education website as soon as the RTEC program is approved. In addition, we completed a more extensive student application for admission to the RTEC program and linked it to the on-line course catalog for 2010-2011.

Weakness: Need for more extensive involvement of liberal arts faculty and the Pre K12 faculty and administrators.

Action: The directors of W&L Teacher Education and VMI Teacher Education are systematically meeting with the academic departments that will be involved in endorsement areas to discuss endorsement requirements. A record is being kept of all contacts and it is anticipated that they will have met with all departments by October 1, 2010.

Weakness: Need for a Teacher Council to involve Pre K-12 faculty and administrators in program planning.

Action: The directors of W&L and VMI Teacher Education have outlined a procedure for establishing a Teacher Council that will include Pre-K-12 faculty and administrators. The Council will have its first meeting in August, 2010. The directors have worked closely with the local school systems concerning to develop a clinical faculty program; the first clinical training workshop will be held in the fall of 2010.

Standard 2

Weakness: Need for a comprehensive assessment plan to monitor candidates' progress.

Action: W&L has completed a web-based data collections system to collect information on candidate progress through the program. Data for past candidates who received licensure through Mary Baldwin has been collected and will serve as a baseline as new data is collected on current students. Data variables were established after consulting with several peer colleges with approved teacher education programs. The database provides information on student test scores, grades, GPAs, fieldwork and student teaching hours and assignments, and employment, as well as reasons for entered or exiting the program. A similar database at VMI will feed data to W&L, so that reports will include all students involved in RTEC.

Action: The W&L and VMI directors of Teacher Education are reviewing software packages that provide systems for collecting samples of student work. A list of course products, such as curriculum units and smaller lesson plans, has been created to correlate with course assignments in professional courses. Student teachers will also create print and electronic portfolios to verify that competencies have been met.

Action: Requirements for each point in the licensure process have been more clearly articulated, and a chart has been created that outlines how different goals will be assessed through course work and other documentation.

Weakness: The teacher education program goals were not clearly articulated to all stakeholders.

Action: As detailed above, the program directors have met clinical faculty and pertinent academic departments, and are now establishing a council of teachers and administrators from local school systems.

Because W&L and VMI are determined to run a fully-functional, high quality program from the start, virtually all key requirements outlined in the Team Report will be satisfied prior to the launch of our program this fall. In terms of Standard 2, we fully understand that our task is to begin collecting and organizing assessment data next fall and to be able to report on our students' progress in an accurate, clear way when our program begins In addition, we are fully confident that the RTEC will meet all standards, within the two year period permitted us.

We hope this brief report of our progress and commitment meets the Board's needs. Please contact Lenna Ojure, (ojurel@wlu.edu), the Director of Teacher Education at Washington and Lee, if you require further information The directors of RTEC, and the senior administration at both W&L and VMI, very much look forward to final approval of our program at the May Board of Education meeting.

Thank you very much.

Sincerely,

Lenna Ojure
Director of Teacher Education
Washington and Lee University

Hank Dobin
Dean of the College
Washington and Lee University

VIRGINIA DEPARTMENT OF EDUCATION
P. O. BOX 2120
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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. The program design incorporates the specific knowledge and skills that are necessary for competence at the entry level for educational professionals.

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

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

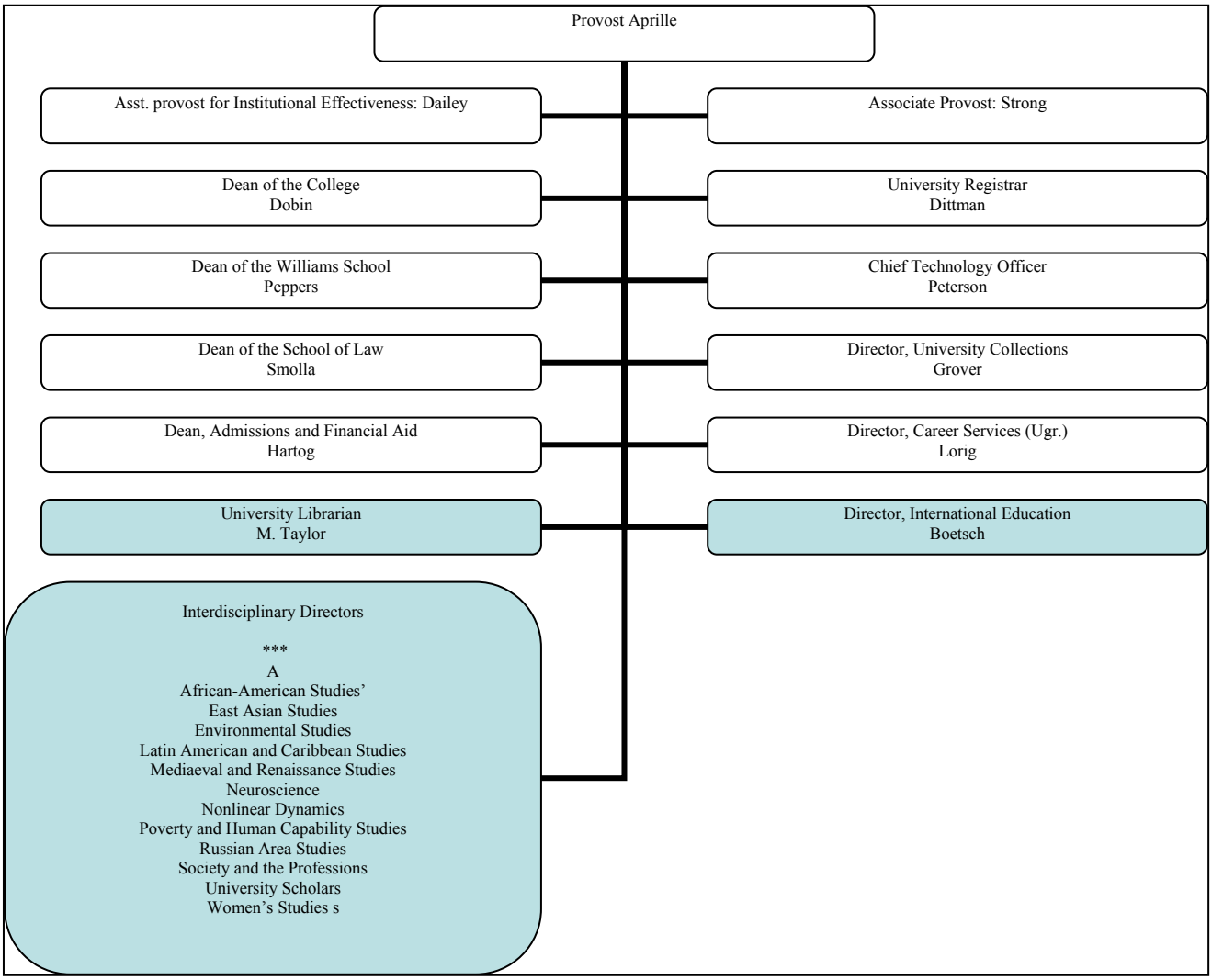


Chart 2: Washington and Lee University Undergraduate Organizational Structure

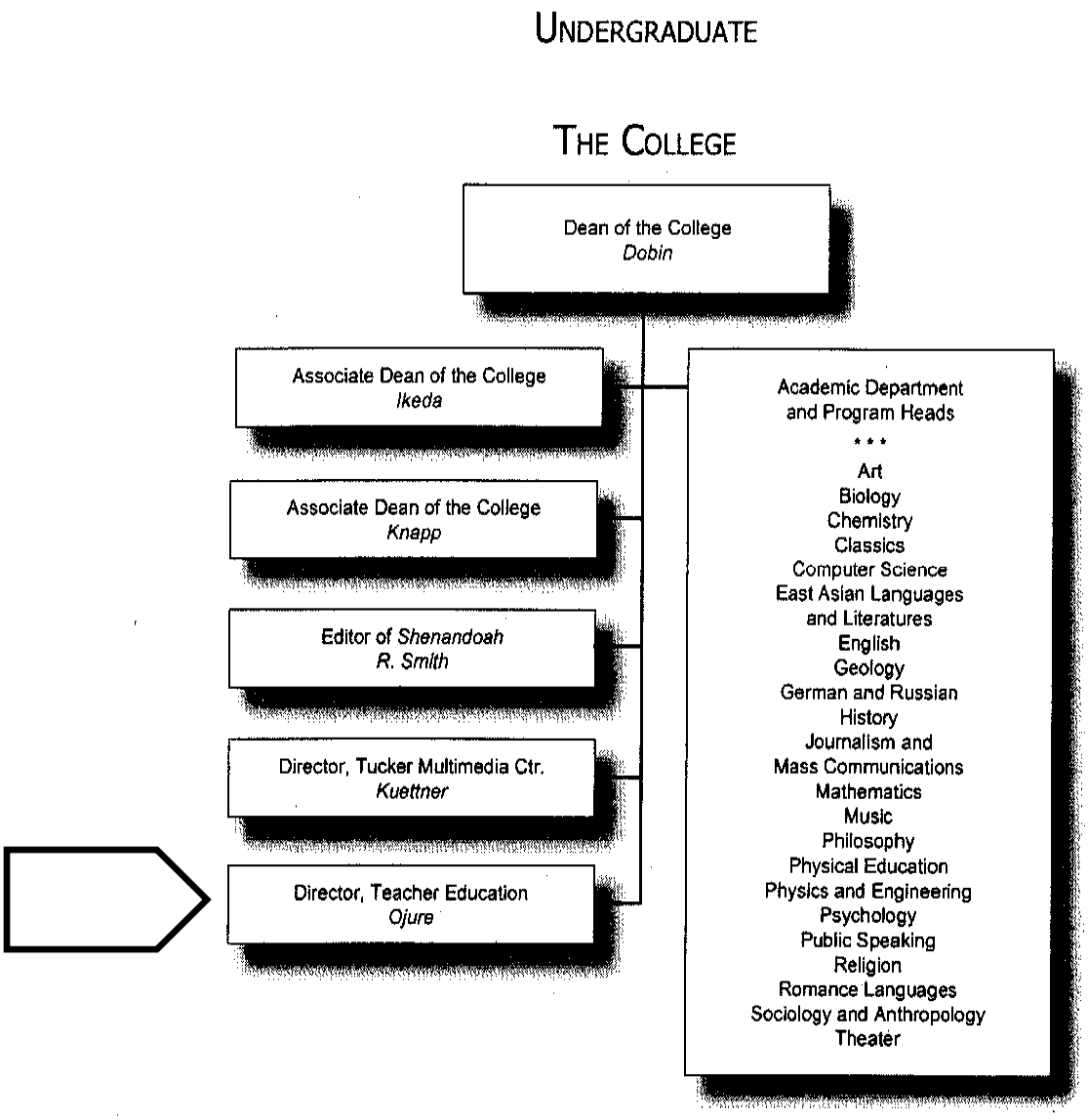
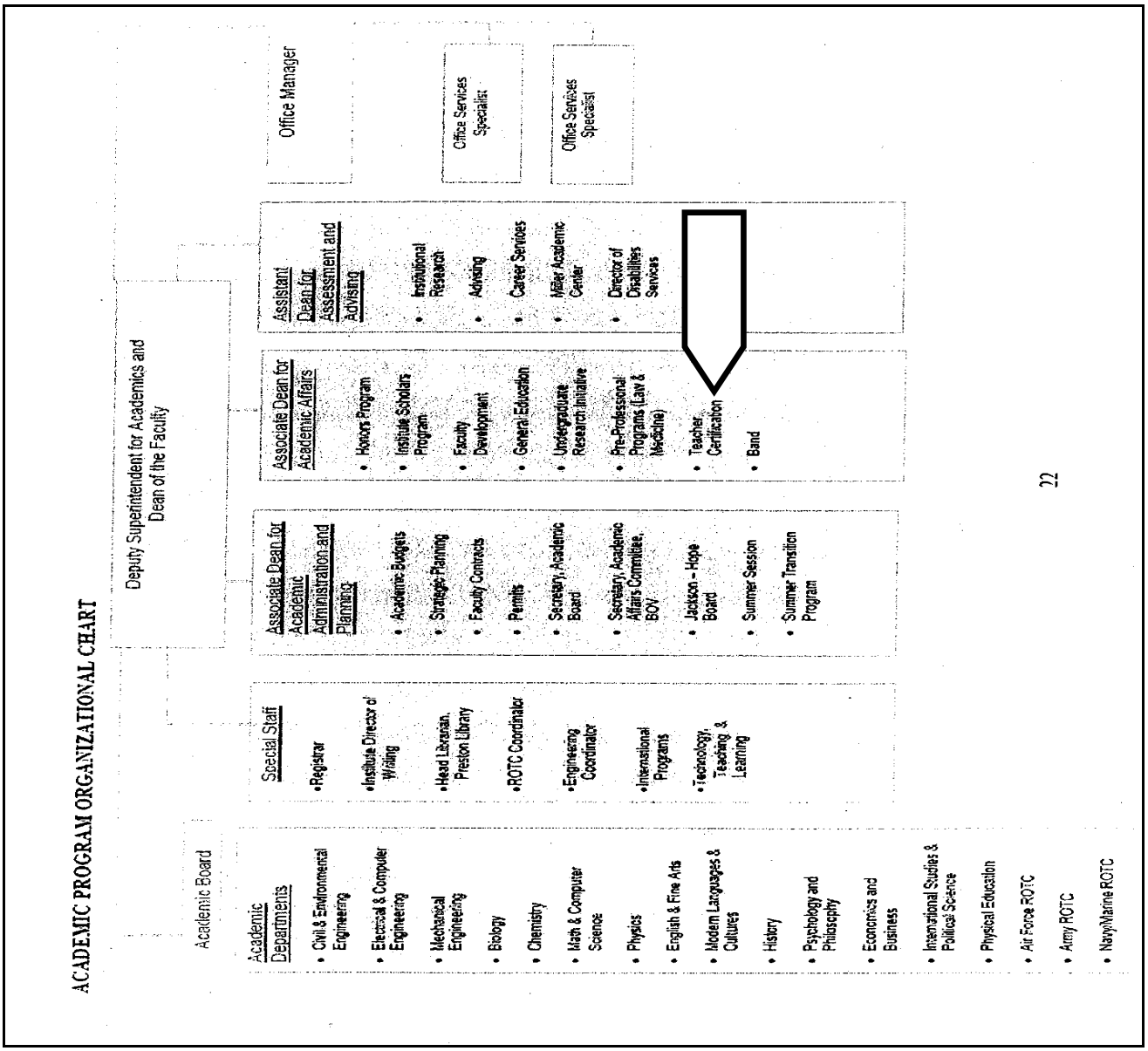


Chart 3: Virginia Military Institute Administrative Structure



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 Lev y – 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: F. **Date:** May 27, 2010

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

Presenters: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure
Dr. Timothy G. O'Rourke, Vice President for Academic Affairs, Virginia Wesleyan College

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: _____

____ Action requested at this meeting: _X_ Action requested at future meeting: June 24, 2010 (date)

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date February 25, 2010

action The Board of Education received for first review ABTEL's recommendation to grant the Professional Education Program at Virginia Wesleyan College accreditation through the Board of Education approved process.

date March 18, 2010

action The Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations."

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia

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

defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The regulations, in part, stipulate the following:

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

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

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

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

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

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

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

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

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

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

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

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

> Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.
>
> Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.
>
> Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represent well-qualified education scholars who are actively engaged in teaching and learning.
>
> Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

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

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. Section 207 of Title II reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

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

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

NCAT	E:	*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: Accreditatio n
BOE: Accredited

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

Summary of Major Elements:

Virginia Wesleyan College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the professional education program be "accredited with stipulations." Below are the recommendations for each of the four standards:

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

The *Professional Education Program Review Team Report of Findings*, dated April 26-29, 2009, Virginia Wesleyan College's *Institutional Response to the Professional Education Program Review Team Report of Findings*, and a letter from Dr. Timothy G. O'Rourke, Vice President for Academic Affairs and Dean of the College at Virginia Wesleyan College, expressing the institution's commitment to meeting the standards were presented to Board of Education members at the March 18, 2010, meeting.

On March 18, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be "accredited with stipulations." Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia*.

On April 2, 2010, Dr. Malcolm Lively, director of teacher education, submitted to the Department of Education the attached *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010, in which Virginia Wesleyan College requests that the Board of Education remove the "stipulations" and grant full accreditation.

The report was forwarded to the on-site accreditation team for review and formulation of recommendations. The review team met via a conference call on Thursday, April 15, 2010, to discuss the request from Virginia Wesleyan College. During the conference call discussion, the team requested additional documentation from Virginia Wesleyan College. The attached memorandum dated April 16, 2010, from Dr. Timothy G. O'Rourke, vice president for academic affairs, addressed the additional inquiries. Based on information received, the team unanimously agreed that the weaknesses identified during the April 26-29, 2009, on-site review had been addressed and corrected. The team recommended that the professional education program at Virginia Wesleyan College 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*.

The attached *Professional Education Program Review Team Report of Findings*, dated April 17, 2010, reflecting the team's recommendations was presented to ABTEL at the April 19, 2010, meeting. The Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College 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 receive for first review the Advisory Board on Teacher Education and Licensure's recommendation to accept the review team's recommendation that the professional education program at Virginia Wesleyan College 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:

This item will be presented to the Board of Education for final review at the June 24, 2010, meeting.

Appendix

- ***Professional Education Program Review Team Report of Findings for Virginia Wesleyan College*, dated April 17, 2010**

Attachments to the *Report of Findings*:

<u>Attachment 1</u>
***Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings*, dated April 1, 2010**

<u>Attachment 2</u>
Memorandum from Dr. Timothy G. O'Rourke, vice president for academic affairs, Virginia Wesleyan College, dated April 16, 2010

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

PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

FOR:

Virginia Wesleyan College
Norfolk, Virginia
April 17, 2010

***Members of the Review Team*:**

Dr. Susan G. Magliaro, Chair
Mr. John Blackwell
Dr. David E. Coffman
Dr. Jacqueline S. Moore
Dr. Lynn H. Wolf

State Representative:

Dr. JoAnne Y. Carver

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution: Virginia Wesleyan College **April 17, 2010**

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.	_X_ Met ___ Met Minimally with Significant Weaknesses ___ Not Met

I. Introduction:

Overview of the College

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

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

Located in one of the fastest growing areas on the Atlantic coast, VWC faculty and students collaborate primarily with Chesapeake Public Schools, Norfolk Public Schools, and Virginia Beach City Public Schools which serve almost 150,000 students. The diversity within and across these school divisions provides candidates with the opportunity to experience a range of practicum experiences with students of all races and ethnicities, and across the full strata of socio-economic status. According to the 2000 census, specific demographics of the students enrolled in the service area in percentages[1] are:

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

Professional Education Program at VWC

The professional education program is housed within the Education Department in the Division of Social Sciences. The Education Department's mission aligns with the College's commitment to a liberal arts education. Specifically, the professional education program "is committed to providing prospective teachers with a broad-based, liberal arts-oriented education as well as the highest quality of disciplinary preparation in the content area fields and teaching methodology." The program prides itself on including early supervised field experiences usually

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

beginning in the sophomore year, strong mentoring efforts by faculty and staff, and the development of area school partnerships through advisory committees and school division contacts. The program's motto is "Preparing Teachers One by One."

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

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

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

Program Endorsement Area Reviews

Program endorsement area matrices were granted "approved" status by the Virginia Board of Education on January 14, 2010.

Background Information

Virginia Wesleyan College (VWC) requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the VWC professional education program be "accredited with stipulations." Below are the recommendations for each of the four standards:

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

On March 18, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College

be "accredited with stipulations." Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia*.

On April 2, 2010, Dr. Malcolm Lively, director of teacher education, submitted to the Virginia Department of Education (VDOE) for consideration a *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings,* dated April 1, 2010, in which Virginia Wesleyan College "…requests the Board of Education remove 'the stipulations' from its grant of accreditation." The report is included in Attachment 1.

VDOE personnel determined the documentation contained in the VWC report to be sufficient to warrant further consideration and that an on-site visit would not be necessary. The report was forwarded to members of the April 26-29, 2009, on-site accreditation team for review and formulation of recommendations. The team was selected to conduct the review due to their familiarity with the previous report of findings. The review team convened via telephone conference call on April 15, 2010, to discuss the April 1, 2010, VWC request and available evidence.

Supporting Information

The majority of the information examined by the April 2010 accreditation review team was found in the *Report on Actions Taken in Response to the Professional Education Program Review Team Report of Findings,* dated April 1, 2010. The team determined that overall, the report addressed the major concerns cited in the April 2009 *Professional Education Program Review Team Report of Findings*. The team requested VWC to provide five additional artifacts to facilitate their decision-making in response to the report. The requested information, included in Attachment 2, was submitted to the state team representative by Dean Timothy O'Rourke and forwarded to team members via e-mail on April 16.

II. Findings for Each Standard:

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

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

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

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

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

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.**

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.**

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

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

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

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

   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.**

   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.

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.

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.

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

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

b. Partnership agreements ensure that professional education faculty collaborates with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.

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

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.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: **Met**

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met." No weaknesses were cited. The following comments and recommendations remain as part of the report. Of particular note would be the recommendation to develop memoranda of understanding with partner schools.

- Overall, the information and evidence indicate that Standard 1 has been met fully, and the VWC program provides a high quality learning experience for its students. VWC should aim to have photos in brochures and other published material depict the diverse student body currently on the campus.

- The variety and specific features of each field experience are commendable in that they provide candidates with a range of experiences with diverse cultures.

- Assessments are appropriate and provide data that can be used to improve the program design as evidenced by the Long Range Plan.

- In order to better articulate school partnerships, written agreements (e.g., memoranda of understanding) with built-in evaluation plans should be developed with school partners.

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

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

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.

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

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.

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.**

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**.

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

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

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

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

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.**

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.**

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.**

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

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

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

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: Met

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met Minimally with Significant Weaknesses." The cited weaknesses were as follows:

- Lack of an overall unit assessment approach or plan;
- Lack of longitudinal data; and
- The fact that candidates proceed far into the program before formal admission.

Since the April 2009 visit, VWC has clearly addressed each of these weaknesses. An assessment plan was developed by the Working Assessment Group that outlines a "Framework for Professional Study." The framework includes the program objectives, alignment with Interstate New Teacher Assessment State Consortium standards, means of assessment, summary of data that are collected, and description of how the results are used for continuous improvement.

The lack of longitudinal data has been remedied through the planned implementation of *LiveText*, a software package that provides an electronic template and storage tool for evidence of students' work throughout their education program. Data from the electronic portfolios that are built by each student can be aggregated across a single or multiple years and provide a sound data base from which to make informed decisions about program improvement. And, finally, the admission issue has been addressed through the development of a clear admissions policy, enacted in September 2009, which outlines criteria for admission and continuation in the program, application requirements, and a timeline.

Based on the actions taken by VWC since April 2009, the team has revised its recommendation to "Met." The team does recommend that the Working Assessment Group keep minutes of their meetings in order to have a record that can be shared within programs and with relevant constituencies. Minutes also provide the institutional knowledge that is appreciated as faculty move either into different roles or to other institutions.

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

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

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

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

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.

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

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

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

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.

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.

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

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

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

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

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

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

a. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

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.

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.

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

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

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.

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

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

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

Recommendation for Standard 3: **Met**

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met Minimally with Significant Weaknesses." The cited weaknesses, all of which were cited in the 2004 accreditation report, were as follows:

- Lack of faculty diversity;
- The program coordinator/director's heavy teaching load; and
- The program coordinator/director's involvement with or knowledge of education faculty evaluations.

Since the April 2009 visit, VWC has again clearly addressed each of these weaknesses. VWC has invested a great deal of effort into the recruitment of a new faculty member to increase diversity in the education program. Unfortunately, the search did not come to fruition with a full-time new hire. However, VWC has been successful in hiring two new highly qualified adjunct faculty who add a diverse faculty profile in the education department. Each of these faculty members are highly experienced and expert practitioners who will make excellent contributions to the students' educational experiences.

In terms of the education program director's teaching load, VWC has clarified that the director's load is 2/2 (two three-credit courses in fall and spring). This load will enable the director to devote the time and effort necessary to meet all of the expectations outlined in his/her job description. Finally, the VWC policy has been modified to include the education director in the education faculty members' evaluation processes. This will enable the director to be a full participant in the development of appropriate working conditions for faculty, especially support for their future professional development.

Based on the actions taken since April 2009, the team has revised its recommendation to "Met." The team recommends that VWC continue its quest for diverse faculty and explore the various programs that have been recommended, for example, by the Carnegie Institute on the Advancement of Teaching, the Council of Graduate Studies, the American Association of University Professors, and the American Council on Education.

One additional recommendation that was cited in the original team report was the need for faculty to record their advising commitment and have it recognized as part of the VWC annual faculty evaluation process. VWC also has addressed this recommendation with a revision to the faculty Professional Activities Form (PAF).

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.**

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

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

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

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

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

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

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

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

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

Recommendation for Standard 4: **Met**

Weaknesses: N/A

Comments and Recommendations:

The team's original assessment of this standard was "Met." However, two weaknesses were cited that also were identified in the 2004 accreditation report:

- A clarification of the education program director's roles and responsibilities, and
- The need for clerical support.

Since the April 2009 visit, VWC has addressed both of these weaknesses. A clear and comprehensive job description was developed and entitled, "Roles and Responsibilities of the Director of Teacher Education." This document enumerates the many and varied complex tasks required of directors of education programs. Also, a full-time administrative assistant has been hired and assigned to the Education Department. The individual hired is exceedingly qualified and has been provided with the resources needed to be effective and efficient. Finally, one recommendation made by the team in April 2009 was to relocate the current director with the rest of the education faculty and facilities in Pruden Hall. That recommendation also has been addressed and all personnel and resources directly related to education are now housed under the same roof.

Summary

The Professional Education Program Review Team recommends that the Virginia Board of Education remove the "stipulations" from its grant of accreditation. Based on the evidence that has been provided to the team that all weaknesses have been addressed, the team asserts that VWC now meets standards outlined in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and recommends that the professional education program should be deemed "accredited." The team does affirm its recommendations for continuous program improvement as cited above with each standard. The team congratulates VWC for its deliberate and expeditious work to address the weaknesses identified in the April 2009 *Professional Education Program Review Team Report of Findings*, and wishes the college and program the best as it continues the preparation of educational professionals.

ATTACHMENT 1

Report on Actions Taken

in Response to the

Professional Education Program Review Team Report of Findings

April 1, 2010

Report on Actions Taken

in Response to the

Professional Education Program Review Team Report of Findings

April 1, 2010

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

Malcolm Lively, Ph.D.
Director of Teacher Education
& Associate Professor of Education

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www.vwc.edu

Overview of Report

On April 26-29, 2009, the Professional Education Program at Virginia Wesleyan College (VWC) submitted to an on-campus review according to a process approved by the Board of Education. The Review Team issued its final report on November 6, 2009 (*The Professional Education Program Review Team Report of Findings*), finding with respect to the VWC program that Standards 1 and 4 are fully "Met." Standards 2 and 3, according to the Review Team, were "Met Minimally with Significant Weaknesses" (*Report*, p. 2). On December 11, 2009, VWC filed an *Institutional Response* to the *Report*, noting in its cover letter that it had "already" made "significant, salutary changes in [its] Education Program" as a result of the Review Team's constructive guidance. On January 25, 2010, the Advisory Board on Teacher Education and Licensure (ABTEL) endorsed the Review Team's findings. On March 18, 2010, the Virginia Board of Education, following the ABTEL recommendation, voted to accredit VWC's Education Program "with stipulations."

This report shows that Virginia Wesleyan College has moved with urgency and singularity of purpose in order to eliminate the "weaknesses" identified by the Review Team. In new salary dollars alone, the College has set aside more than $100,000 annually to fund additional staff and faculty positions. Since the Review Team's visit, VWC has undertaken the following specific actions:

A. Assessment

1. Established a Working Group to develop an improved plan of program assessment and to acquire appropriate software in order to implement that plan (addressing a concern under Standard 2 that VWC lacks "an overall unit assessment approach," *Report*, p. 19)
2. Purchased the *LiveText* Accreditation Management System and scheduled faculty training for August 19-20, 2010, responding to the Review Team's recommendation that the Education Program collect more systematic "longitudinal data" (Standard 2, *Report*, p. 19)
3. Scheduled implementation of *LiveText* e-portfolio system in selected Education courses in Fall 2010 (answering the Review Team's concern about the "limited number of student-produced projects and papers" under Standard 3, *Report*, p. 21)
4. Expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF (addressing a concern about the lack of "data indicating the performance [of faculty] in advising and mentoring" under Standard 3, *Report*, p. 27)

B. Education Personnel

1. Hired a full-time administrative assistant for the Education Department (addressing recommendations under Standards 3 and 4, *Report*, pp. 28, 33-34)
2. Employed two highly qualified adjunct faculty who add to faculty diversity (responding to a recommendation under Standard 3, *Report*, p. 27)
3. Hired a full-time, tenure-track faculty member for the Education Department (following recommendations under Standard 3, *Report*, pp. 25, 28-29)

C. Administration

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

In light of these actions, described in greater detail below, Virginia Wesleyan College respectfully requests that the Board of Education remove "the stipulations" from its grant of accreditation.

A. Assessment

1. The College has expanded the section on advising and mentoring in the faculty Professional Activities Form, or PAF. This change addresses the Review Team's concern about the lack of "data indicating the performance [of faculty] in advising and mentoring" (Standard 3, *Report*, p. 27).[2]

2. The College established a Working Group to develop an improved plan of program assessment and to acquire appropriate software in order to implement that plan. The Working Group—which responds to the Review Team's concern that VWC lacks "an overall unit assessment approach" (Standard 2, *Report*, p. 19)—includes the Associate Vice President for Institutional Research and Effectiveness, the Coordinator of Institutional Technology, the Chief Technology Officer, the Vice President for Academic Affairs, the Director of Teacher Education, and Recreation and Leisure Studies Professor John Braley.[3] The Working Group, which began meeting in Fall 2009, will continue to meet throughout 2010-11 in order to monitor implementation and to continue to flesh out both the e-portfolio and assessment capabilities of *LiveText*, discussed below.

3. After considerable study, the Working Group decided in March 2010 to purchase the *LiveText* system, to train Education and Recreation and Leisure Studies faculty and selected others on August 19-20, 2010, and to implement use of the software in selected Education and Recreation and Leisure Studies courses in Fall 2010. Documentation of the College's *LiveText* purchase, an initial cost of $12,370, appears in Appendix A. The *LiveText* software, discussed in detail at www.livetext.com/college/, enables a program to "collect, analyze, and report based on institutional outcomes" and to "manage all accreditation requirements through a single, comprehensive solution." With the adoption of *LiveText*, the College has addressed the Review Team's recommendation that the Education Program collect more systematic "longitudinal data" (Standard 2, *Report*, p. 19).

4. With *LiveText*, students acquire individual subscriptions (of five-year duration) that allow them to submit work electronically to faculty, who review the work according to prescribed rubrics and competencies (this is the programmatic assessment piece). Students can develop and add to their personal e-portfolios over time (both for presentation to their professors and to prospective employers), while faculty can collect artifacts of students' projects in order to demonstrate compliance with various accreditation standards. Thus, purchase of the *LiveText* system, use of which starts in Fall 2010, responds to the Review Team's concern about the "limited number of student-produced projects and papers" (Standard 3, *Report*, p. 21).[4]

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[2] Relevant portions of the revised PAF can be found appended to the December 11, 2009, *Institutional Response*.

[3] Professor Braley devoted his Fall 2008 sabbatical to an exploration of e-portfolio and assessment software; during the Spring Semester 2009, he led a series of discussions with faculty colleagues on the *LiveText* Accreditation Management System. Fred Scott, Solutions Consultant for *LiveText*, made a presentation to a small group of VWC faculty, who included Dr. O'Rourke, in April 2009; at that time, the Department of Recreation and Leisure Studies committed to the implementation of *LiveText* either in Fall 2009 or Fall 2010. Shortly after VWC received the draft report of the Review Team in June 2009, Vice President O'Rourke initiated conversations with Bryan Price (Associate Vice President for Institutional Research) and Dr. Lively (Director of Teacher Education) about the use of *LiveText* to improve assessment in Education. Out of these conversations came the working group, which held a series of meetings in November and December 2009, in order to write a grant to the Virginia Foundation for Independent Colleges (VFIC) to support *LiveText* implementation. Dr. O'Rourke met with Mr. Scott at the annual meeting of the Southern Association of Schools and Colleges in Atlanta in early December and the working group conducted a conference call with Mr. Scott on December 14th. When the VFIC turned down the grant request in mid-December, Dr. O'Rourke invited Mr. Scott to meet on-campus with the Working Group on February 14, 2010, to discuss implementation of *LiveText* with institutional funds only.

[4] While recognizing the need to develop a more systematic, user-friendly electronic collection of student artifacts, we continue to believe that the Review Team overstated this concern. The VWC exhibit room contained 34 notebooks that included syllabi, course matrices, and specific examples of student work, all of which related to assignments addressing the Standards of Learning and required teacher competencies. Each notebook with

As the foregoing demonstrates, Virginia Wesleyan College has responded concretely and decisively in order to eradicate or substantially reduce the "significant weaknesses" identified by the Review Team.[5]

B. Education Personnel

1. Beginning in Fall 2009, the College employed two *new* highly qualified adjunct faculty who add to faculty diversity—responding to a recommendation under Standard 3, *Report*, p. 27, that the College "employ[] a diverse pool of faculty in part-time or adjunct" positions. The new adjuncts are Dr. Donna Elliott, Adjunct Professor in Education, EDUC 375 (Content Teaching Methods); and Ms. Jean M. Sykes, Supervisor for Special Education practica, SPED 377 (Assessment and Management of Instruction in Special Education Practicum) and SPED 385 (Curriculum & Instruction K-12 Practicum). Dr. Elliott (Ed.D., George Washington University), is Assistant Principal at Kempsville High School; Ms. Sykes (M.Ed., Norfolk State University) teaches special education at Greenbrier Middle School. A plan for increasing further the diversity of the education department appears in Appendix B.

2. On October 1, 2009, Karen Mercer began work as full-time administrative assistant to the Education Department. Emerging as the top choice for the post among 170 applicants, Ms. Mercer (B.S., Regent University, 2006) has substantial administrative and teaching experience.[6] The employment of Ms. Mercer addresses the *Report's* recommendations that the College employ full-time clerical assistance for the Department (Standard 4, *Report*, pp. 33-34) and that it reduce the workload of the Director of Teacher Education (Standard 3, *Report*, p. 28). The College purchased a new computer for Ms. Mercer in February 2010.

3. In fall 2009, Virginia Wesleyan established a new faculty line in the Education Department, answering the Review Team's recommendation that the Education Department add another full-time faculty position (see Standard 3, *Report*, pp. 25, 28-29)—in order to yield a more manageable workload for departmental faculty, to enhance faculty diversity, and enhance the credentials of the faculty. Late in 2009, a racially and disciplinarily diverse faculty committee conducted a national search for this new tenure-track position in secondary education. Brochures and flyers describing the position and education programs at Virginia Wesleyan College were distributed to graduate program directors and participants at the Fall 2009 VACTE/ATE-VA Conference at Sweet Briar College on October 1 & 2, 2009. The position was advertised in *The Chronicle of Higher Education Online* in October and November of 2009 and on the Virginia Wesleyan College website from October 2009 through March 2010. The position was also advertised online in *Diversity: Issues in Higher Education* and in *Academic Careers Online* - a leader in diversity recruitment advertising - during the Online Diversity Job Fair honoring Black History Month. Both advertisements ran from February 10 to March 12, 2010.

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accompanying student samples dealt with a specific professional education course or course within the Professional Interdivisional Major (PIDM).

[5] This report has not attempted to revisit every problematic finding in the *Review Team Report*. We believe that VWC's December 11, 2009, *Institutional Response* (pp. 5-6) conclusively addressed the Review Team's concern about support for faculty development (Standard 3, *Report,* p. 26). Similarly, the *Response* (p. 5 and Appendix D) responded effectively to the contention that full-time faculty have only a limited involvement in field experiences (Standard 3, *Report*, p. 22). While the *Institutional Response* (p. 5) took issue with the Review Team's concerns about faculty teaching and advising loads (Standard 3, *Report*, pp. 24-25), these concerns are rendered moot by the College's commitment to have an additional full-time faculty member in place by Fall 2010.

[6] The College interviewed six candidates, two of whom were minority.

The search attracted a pool of about 40 applicants, four of whom (two African Americans) were invited to on-campus interviews. The College offered the position to one applicant, a minority candidate, who turned down the offer.[7] The college extended an offer to another, non-minority, candidate, and she accepted. Dr. Hilve Firek (Ed.D., University of Montana, 2004) brings to the position substantial teaching experience at both the college (Assistant Professor at Roosevelt University, Chicago, 2004-07) and high school (currently Lead Teacher, International Baccalaureate Diploma Program, Suffolk Public Schools) levels; she is the author of *Ten Easy Ways to Use Technology in the English Classroom* (Heinemann, 2003). Dr. Firek's curriculum vitae appears in Appendix C.

While the Education search did not yield a minority faculty member, the College has been successful in diversifying its faculty. Since 2006, VWC has hired three tenure-track, African-American faculty members who have a direct impact on the Education Program and reflect the College's commitment to diversity in faculty hiring:
Dr. Murrell Brooks (Ph.D., UCLA), Assistant Professor of Political Science (Impact: Professional Interdivisional Major, or PIDM, for Elementary Candidates; History and Social Science 6-12 Candidates);
Dr. Deirdre Gonsalves-Jackson (Ph.D., Florida Institute of Technology), Assistant Professor of Biology (Impact: PIDM for Elementary Candidates; Biology 6-12 Candidates); and
Dr. Rebecca Hooker (Ph.D., Univ. of New Mexico), Assistant Professor of English, African American Literature (Impact: Potentially all Education Candidates to fulfill VWC General Studies Requirements as well as English 6-12 Candidates).

Virginia Wesleyan College also demonstrates its commitment to diversity awareness through its mission statement, emphasizing that the College prepares students for "the challenges of life and career in a complex and rapidly changing world." For specific documentation of this commitment, see Appendix D.

C. Administration

1. The Education Program at VWC adopted and implemented a new admissions policy in September 2009, responding to the Review Team's recommendations under Standards 2 and 4, *Report*, pp. 19, 34. The Review Team pointed out that the admissions plan in use in April 2009 "allowed students to take courses well into the major before being formally admitted into the teacher education program." The new policy, reproduced in its entirety below, provides clear guidelines, in part: "Students interested in Teacher Certification will not be allowed to register for upper level (300+) Professional Education courses (with the exception of INST 303) until the requirements for admission have been met. Transfer students must complete the formal application process by the end of their first semester of coursework at VWC."

New Admissions Policy, Adopted September 2009

Virginia Wesleyan College
Education Department

Criteria for Admission to and Continuation in the Professional Education Program

Students interested in becoming teachers must formally apply for admission to the Professional Education Program. This can be time consuming, so the student must begin the process early in his/her college career. Applications are distributed in certain classes (INST 202 and EDUC 225) and are available in Pruden 103.

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

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

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

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

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

- Take and pass the Virginia Communications and Literacy Assessment (VCLA) by the end of the junior year.
- **(Elementary/Special Education ONLY)** Take and pass the Virginia Reading Assessment (VRA) upon completion of EDUC 320 and EDUC 321. (Passing score is 235)
- Pass Praxis II prior to the start of pre-service teaching.
- NOTE: Passing scores on VCLA, Praxis II, and VRA (where applicable) are required for licensure by the Virginia Department of Education.
- Maintain the required GPA for your major and grades of C or better in ALL Professional Education courses.

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

Signature _____ Date _____

Printed Name _____ (Application for Admission Revised, March 2010)

2. The Virginia Wesleyan Faculty Assembly, on November 6, 2009, formally amended *The Faculty Handbook* in order to give the Director of Teacher Education a role in the evaluation of Education faculty. The new policy, which has been followed in the most recent round of annual evaluations, states:

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

The Handbook revision eliminates the Review Team's objection that "the Department Director . . . is not a participant in the faculty evaluation process" (Standard 3, Report, pp. 27-28; also Standard 4, p. 34).

3. The College relocated the office of the Director of Teacher Education to the departmental suite in Pruden Hall in August 2009, thereby implementing the Review Team's suggestion that moving "the Director to co-locate with other program faculty and administrative staff . . . would facilitate program operation" (Standard 3, *Report*, p. 28; see also Standard 4, p. 34). The relocation included renovation of the Director's office and purchase of new furniture. Since Fall 2007, the College has renovated five faculty offices and established an Educational Teaching Laboratory (with new seating and Smart Board) in one wing of Pruden Hall, at a cost of more than $15,000, as part of its continuing commitment to improve the quality of the facilities for the Education program.

4. The College funded the Director Malcolm Lively's participation in the Council of Independent Colleges Leadership Conference in Pittsburgh in June 2009, responding to the Review Team's recommendation that VWC provide training and mentoring of departmental administrators (Standard 3, *Report*, p. 28). In the same vein, Professor Clayton Dress, Professor of History, Chair of the Division of Social Sciences, and a former departmental coordinator, is serving as a senior mentor to Dr. Lively.

APPENDIX A

Virginia Wesleyan College
Purchase Order

P0016867

Virginia Wesleyan College
Attn: Receiving Department
1584 Wesleyan Drive
Norfolk VA 23502

Live Text
1 S. La Grange Road
Suite 200
La Grange IL 60525

Attn: Joe Finado & Fred Scott

03/23/10

100.000	EA Each	Data Management Software Package	80.0000	8,000.00
1.000	EA Each	2 Days on Campus Training (dates to be determined by Fred Scott)	3,700.0000	3,700.00
1.000	EA Each	7/19/10 Pre-Conference Morning Training	125.0000	125.00
1.000	EA Each	7/19/10 Pre-Conference Afternoon Training	95.0000	95.00
1.000	EA Each	7/20-7/21/10 Conference Only	325.0000	325.00
1.000	EA Each	7/22/10 Post-Conference Morning Training	125.0000	125.00

Purchase order includes:
Support Fees at No Cost
Software Updates at No Cost

Elaine Aird
Elaine Aird, Purchasing
(757)455-3310

11-12754-89296-0
(Dr. Timothy O'Rourk & Robin Takacs)

PLEASE REFERENCE P.O. # ON ALL SHIPPING AND RECEIVING DOCUMENTS. SHIPPING DOCUMENT IS REQUIRED FOR ALL ORDERS.

12,370.00

Shipping Address:
Virginia Wesleyan College
Attn: Receiving
1584 Wesleyan Drive
Norfolk, VA 23502
Phone: (757)455-3310
FAX: (757)461-4946

Billing Address:
Virginia Wesleyan College
Attn: Accounts Payable
1584 Wesleyan Drive
Norfolk, VA 23502
Phone: (757)455-3230
FAX: (757)461-4946

APPENDIX B

Recruiting Efforts to Attract Additional Minority Faculty, Adjuncts, and Supervisors

A developing partnership with nearby Bayside High School in Virginia Beach allows for additional recruiting of minority candidates to fill needed adjunct content area positions (specifically mathematics, sciences, social studies, and foreign languages) in the secondary content methods course (EDUC 375) offered each fall. Helping to coordinate this effort is our contact at Bayside High School, Ms. Bermina Nickerson, Vice-Principal, Ms. Ginger Ferris, Assistant Professor of Education at Virginia Wesleyan College, and Dr. Malcolm Lively, Director of Teacher Education at Virginia Wesleyan College. Ms. Nickerson also participated in the candidate interview process for the tenure-track secondary education position. In addition to the Bayside High School partnership, developing partnerships with Bayside Middle School, Bayside Elementary School, and an established partnership with Shelton Park Elementary provide the opportunity to recruit recently retired minority educators to supervise field experiences in elementary, secondary, and special education placements. Ms. Ferris, Dr. Lively, and Mrs. Stacey Wollerton, Director of Field Experiences, are coordinating these partnerships.

Additionally, the Education Department at Virginia Wesleyan College anticipates several retirements in the next three to five years. The Department and the College is committed to improving faculty diversity by actively recruiting qualified minority candidates both locally, through established contacts with school personnel, and nationally, by targeting publications and organizations that are highly regarded by culturally diverse populations.

APPENDIX C
Curriculum Vitae of Hilve Firek

HILVE AYERS FIREK

3905 Cobb Avenue
Chesapeake, Virginia 23325
757/333-7835
hfirek@roosevelt.edu

EDUCATION AND PROFESSIONAL CREDENTIALS

Ed.D.	2004	University of Montana – Missoula Curriculum and Instruction
M.S.	1995	Old Dominion University; Norfolk, Virginia Secondary Education, English. GPA: 4.00
B.S.	1988	Old Dominion University; Norfolk, Virginia Secondary Education, English. Magna cum laude
B.A.	1987	Old Dominion University; Norfolk, Virginia English Literature. Magna cum laude

Virginia teaching certificate: English and journalism, grades 7-12

PROFESSIONAL EXPERIENCE

July 2009-present	Lead Teacher, International Baccalaureate Diploma Program Suffolk Public Schools, Suffolk, Virginia: Coordinate the International Baccalaureate Diploma Program (IBDP) for the Suffolk Public Schools; administer the program according to International Baccalaureate Organization regulations and guidelines; communicate with teachers, administrators, counselors, parents, students, and the public to ensure a successful educational experience for IBDP students in grades 9-12.
Fall 2007-present	Adjunct Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Teach online graduate courses in education including “Technology in the Classroom” and “Human Development.”
2007-2009	English Teacher Oscar F. Smith High School, Chesapeake, Virginia: Taught Pre-IB English 10, AP English 11, English 11, and Dual Enrollment English 12 (distance education/interactive television).
2004-07	Assistant Professor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses including “Technology in the Classroom,” “Human Development,” and “Language and Literacy in the Content Areas.” Developed and taught online courses.
2003-04	Visiting Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses; served as Advising Coordinator, Secondary Education; developed and maintained online site to support and mentor student teachers (Teacher Quality Enhancement Initiative).

Summers 2002, 2003	Lead Instructor GEAR-UP Technology Camp, Missoula, Montana: Developed curriculum and supervised teachers at camps for American Indian middle-school students.
2001-03	Graduate Teaching Assistant University of Montana – Missoula: Taught undergraduate education courses and supervised pre-service teachers in field experiences; developed and presented a series of professional development workshops in "Writing Across the Curriculum" for K-12 teachers in Superior, Montana.
2000-2003	Adjunct Instructor Roosevelt University, Chicago and Schaumburg, Illinois: Taught graduate and undergraduate education courses.
1999-2000	Editorial Technology Administrator, Language Arts McDougal Littell, Evanston, Illinois: Managed all language-arts media ancillaries including Web site content and CD-ROM development.
1997-99	Writer and Editor Glencoe (secondary education division of McGraw-Hill), Chicago, Illinois: Wrote all technology skills pages for student editions of composition series, grades 6-12; managed non-print ancillaries.
1996-97	Lecturer University of North Carolina – Charlotte: Taught graduate and undergraduate education courses; supervised student teachers and graduate interns.
1994-95	Adjunct Assistant Instructor Old Dominion University: Taught English methods; supervised student teachers.
1993-94	English Teacher Southside Virginia Regional Governor's School, Farmville, Virginia: Taught junior and senior English.
1990-93	English Teacher Oscar F. Smith High School, Chesapeake, Virginia: Taught freshman English and journalism (9-12); sponsored the school newspaper.

TEACHING ASSIGNMENTS: ROOSEVELT UNIVERSITY

Spring 2010	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (3)
Fall 2009	EDUC 485	Technology in the Classroom (online) (6)
Summer 2009	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (3)
Spring 2009	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (6)
Fall 2008	EDUC 485	Technology in the Classroom (online) (6)

Summer 2008	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (3)
Spring 2008	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (6)
Fall 2007	EDUC 485	Technology in the Classroom (online) (6)
Summer 2007	EDUC 485	Technology in the Classroom (online) (3)
	EDUC 407	Human Development (online) (3)
Spring 2007	CHS 415	School Environment, Classroom Management & Consultation (online) (6)
	EDUC 485	Technology in the Classroom (online) (3)
Fall 2006	EDUC 485	Technology in the Classroom (online) (9)
Summer 2006	EDUC 485	Technology in the Classroom (online) (6)
	EDUC 449	Teaching for Social Justice and Equity (3)
Spring 2006	EDUC 485	Technology in the Classroom (online) (6)
	CHS 415	School Environment, Classroom Management & Consultation (online) (3)
	READ 463	Language and Literacy in the Content Areas (3)
	SEED 3/427	Methods of Teaching Secondary English (3)
Fall 2005	EDUC 485	Technology in the Classroom (online) (3)
	SEED 401	Introduction to Secondary Education (3)
	EDUC 407	Human Development (3)
	READ 463	Language and Literacy in the Content Areas (3)
Summer 2005	EDUC 485	Technology in the Classroom (online) (3)
Spring 2005	READ 463	Language and Literacy in the Content Areas (3)
	EDUC 485	Technology in the Classroom (online) (3)
	CHS 415	School Environment, Classroom Management, & Consultation (online) (3)
Fall 2004	READ 463	Language and Literacy in the Content Areas (3)
	EDUC 485	Technology in the Classroom (online) (3)
Summer 2004	READ 463	Language and Literacy in the Content Areas (3)
Spring 2004	EDUC 3/485	Technology in the Classroom (3)
	READ 463	Language and Literacy in the Content Areas (3)
Fall 2003	EDUC 3/485	Technology in the Classroom (3)
	READ 463	Language and Literacy in the Content Areas (3)
	EDUC 405	American Education (3)
Summer 2003	EDUC 405	American Education (3)
	EDUC 3/485	Technology in the Classroom (3)
Summer 2002	EDUC 405	American Education (3)

	EDUC 3/485	Technology in the Classroom (3)
Summer 2001	EDUC 3/485	Technology in the Classroom (6)
Summer 2000	EDUC 385/485	Technology in the Classroom (6)
Spring 2000	EDUC 385/485	Technology in the Classroom (6)

TEACHING ASSIGNMENTS: UNIVERSITY OF MONTANA – MISSOULA

Spring 2003	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
	C&I 200	Exploring Teaching through Field Experiences (1)
Fall 2002	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
Spring 2002	C&I 306	Instructional Media and Computer Applications (3)
	C&I 183	Integrated Software Applications and Multimedia (3)
Fall 2001	C&I 200	Exploring Teaching through Field Experiences (2)

TEACHING ASSIGNMENTS: UNIVERSITY OF NORTH CAROLINA – CHARLOTTE

Summer 1997	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	EDUC 3141	Secondary Schools (3)
Spring 1997	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	EDUC 3142	Issues in Secondary Education (3)
	TESL 6470	Teaching English as a Second Language/Clinical Placement (3)
	TESL 6476	Teaching English as a Second Language/Seminar (3)
Fall 1996	EDUC 3151	Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
	TECH 4100	Microcomputer Applications in Education (3)
	EDUC 3443	Student Teaching/Seminar: 9-12 (6)

TEACHING ASSIGNMENTS: OLD DOMINION UNIVERSITY

Spring 1995	ECI 485	Student Teaching/Seminar: English, 9-12 (3)
	ECI 646	Telecommunications/Distance Education (graduate assistant)
Fall 1995	ECI 451	Methods and Materials: Teaching English in the Secondary Schools (3)

SELECTED PUBLICATIONS

Firek, H. (May/June 2006). Creative writing in the social studies classroom: Promoting literacy and content learning. Social Education.

Firek, H. (Spring 2006). Using technology to win the hearts and minds of our students. Illinois English Bulletin.

Cheney, M. and Firek, H. (2005, January). Read and Understand Poetry, Grades 2-3. Evan-Moor.

Firek, H. (2004, October). We're all in this together: E-mentoring and student teachers. English

Leadership Quarterly.
Cheney, M. and Firek, H. (2004). Basic Phonics Skills, Level D. Evan-Moor.
Firek, H. (2003). Ten easy ways to use technology in the English classroom. Heinemann.
Firek, H. (2003, April). One order of ed tech coming up…. You want fries with that? Phi Delta Kappan.
Firek, H. (2002, Fall). Technology and the English teacher: Friend or foe? WILLA.
Cheney, M. and Firek, H. (2002) Readers' Theater, Grade 4. Evan-Moor.
Gretes, J.A., Firek, H., and Nason, P. (1997) Undergraduate teacher education student perceptions of computer competence as a predictor of actual performance. In ICTE Inc. Proceedings of the 1997 14th Annual International Conference on Technology and Education, Oslo, Norway, (Vol. II, pp. 532–534).
Firek, H. (1997). Technology in the language arts classroom. Elements of Writing Annotated Teacher's Editions. Holt, Rinehart and Winston.
Firek, H. (1997, Winter). By fifth bell, there were no Nazis. Inquiry in Social Studies: Curriculum, Research and Instruction.
Purcell, S. and Firek, H. (1995, Spring). The Internet and the English teacher: A match made in cyber-heaven. Virginia English Bulletin.
Firek, H., Morgan, R. and Wolfe, D. (1995, Spring). The viewer, the video, and the poem. Arizona English Bulletin.

SELECTED PRESENTATIONS

Chin, B. and Firek, H. (2008, November). How technology has changed writing in the classroom. National Council of Teachers of English Annual Convention, San Antonio, TX.
Firek, H. (2006, May). Using technology to encourage literacy. Invited dinner speaker. Mid-Hudson Reading Council, Poughkeepsie, NY.
Chin, B. and Firek, H. (2006, May). Teaching multicultural literature: Reading strategies that teach social justice and inspire lifelong literacy. International Reading Association Convention, Chicago, IL.
Firek, H. (2005, November). Literacy in the content areas: How English leaders can help. Conference on English Leadership, Pittsburgh, PA.
Firek, H. (2005, October). Using technology to win the hearts and minds of our students. Invited luncheon speaker. Conference of the Illinois Association of Teachers of English, Decatur.
Firek, H. (2004, November). Easy ways to use technology to engage students and Helping English leaders integrate technology into teaching and learning. National Council of Teachers of English Annual Convention and Conference on English Leadership, Indianapolis, IN.
Firek, H. (2004, October). Ten easy ways to use technology in the English classroom. New York State English Council Conference, Albany, NY.
Firek, H. (2004, September). Classroom cultures that promote writing and word study. North Carolina English Teachers Association Conference, Charlotte, NC.
Firek, H. (2004, April). Online support for pre-service teachers. Illinois Professional Learners' Partnership Forum, Schaumburg, IL.
Firek, H. (2004, January). Ten easy ways o use technology in the English classroom. Texas Association of Teachers of English Conference, Austin, TX.
Firek, H. and Purcell, S. (2003, November). Using technology to enhance learning partnerships. National Council of Teachers of English Annual Convention, San Francisco, CA.

Firek, H. (2003, October). Ten easy ways to use technology in the English classroom. North

Carolina English Teachers Association Conference, New Bern, NC.

Firek, H. (2002, October). Five easy ways to use technology in the English classroom. MEA-MFT Annual Conference, Missoula, Montana.

Firek, H. (2002, September). Kids we. Meeting of TALES (Technology And Learning in Every School) On-Site Coordinators, Missoula Montana.

Firek, H. (2002, March). Gender issues in technology. National Council of Teachers of English Spring Conference, Portland, Oregon.

Firek, H. (2001, March). The magic of technology—The reality of the classroom. National Council of Teachers of English Spring Conference, Birmingham, Alabama.

Firek, H. (1997, August). Technology in the classroom: What's going on? Keynote Address at the Fall Convocation of Chicago Area Lutheran High Schools, Melrose Park, Illinois.

Firek, H. (1997, April). English and the Internet: Wanna hear a story? Workshop Facilitator at the National Council of Teachers of English Spring Conference, Charlotte, North Carolina.

Firek, H. and Cockman, N. (1997, April). The stuff of the heart: Sharing stories of teaching and learning. National Council of Teachers of English Spring Conference, Charlotte, North Carolina.

Firek, H. and Cockman, N. (1996, October). A virtual travelogue: Using the Internet to see the world as a resource for writing. Writing in the Twenty-First Century: A Conference on the Teaching of Writing, Charlotte, North Carolina.

Firek, H. and Purcell, S. (1996, March). English and the Internet. Workshop Facilitator at the National Council of Teachers of English Spring Conference, Boston, Massachusetts.

Firek, H. (1996, February). The English teacher and the Internet. Tenth Annual Educational Forum, Fayetteville, North Carolina.

Firek, H. and Purcell, S. (1995, November). Technology for today and tomorrow: Multimedia and the Internet. New England Teachers Conference, Springfield, Massachusetts. r

Firek, H. (1995, July). What every language arts teacher should know about telecommunications. The Twenty-Fourth Annual Conference on Teaching the English Language Arts, Athens, Georgia.

Firek, H. (1995, April). Technology in education. Third Annual Southeastern Regional Conference of the Future Educators of America, Norfolk, Virginia.

Firek, H. (1995, March). Cruisin' the information superhighway: Using the Internet to teach English in a transdisciplinary context. National Council of Teachers of English Spring Conference, Minneapolis, Minnesota.

Firek, H. (1994, October). What superhighway? Finding educational resources on the Net. Virginia Educational Media Association Conference, Richmond, Virginia.

Firek, H. (1993, March). A critical analysis of the present through the novels of the future: 1984, Brave New World, and Fahrenheit 451. National Council of Teachers of English Spring Conference, Richmond, Virginia.

AWARDS, SERVICE, MEMBERSHIPS, AND COMMITTEES

Awards

2002-03 University of Montana, Bertha Morton Scholarship

2001-03 University of Montana, Graduate Fellowship

1994-95 Old Dominion University's Outstanding Alumni Graduate Scholarship

1994 Fellow, Tidewater Writing Project

1992 Mellon Foundation Grant, Advanced Placement Institute, University of Central Florida

1991 National Endowment for the Humanities Grant, Shakespeare-Milton Institute, University of Arizona Service Editorial Board

Memberships

The National Council of Teachers of English (NCTE)

CEL: Conference on English Leadership

International Reading Association

SIGNAL (Special Interest Group Network on Adolescent Literature)

Committees

Roosevelt University

2006-07 University College; Faculty Advisory Board: Center for Teaching and Learning; Distance Learning Subcommittee

2005-06 Faculty Senate; Faculty Issues; Information Technology Advisory; University College; Faculty Advisory Board: Center for Teaching and Learning; University College Dean's Search; Campus Champion: Jumpstart; Distance Learning Subcommittee

2004-05 Faculty Senate; Information Technology Advisory; University College; New Deal Service Day; Distance Learning Subcommittee

Roosevelt University College of Education

2006-07 Advising

2005-06 Advising; Counseling Search

2004-05 Advising; MATL Search; Counseling Search

2003-04 Technology; Mentoring; Advising

University of Montana Department of Curriculum and Instruction

2001-03 Unit Standards; Technology

2001-02 Student Evaluation; Faculty Evaluation

APPENDIX D

Documentation of Commitment to Diversity Awareness at Virginia Wesleyan College

A. All teacher education candidates participate in required field experiences with the intention of improving diversity awareness among student populations and providing pre-professional practice in these highly diverse environments. Field placements for each candidate are scheduled in Norfolk (urban), Virginia Beach (suburban), and Chesapeake (rural) public schools. Through these field placements, candidates also get the opportunity to observe and provide instruction to students in at least one Title I school in the aforementioned school systems.

B. All Virginia Wesleyan College students have opportunities to participate in cultural awareness activities initiated by the Office of International and Intercultural Programs (OIP). This office also directs the study abroad programs in place at renowned universities in Berlin, Germany, Puebla, Mexico, and Osaka, Japan. Many of the education program's foreign language candidates participate in these and other experiences. Over the last two years, VWC students have traveled to Ghana, Senegal, Viet Nam, Bolivia, El Salvador, Greece, Italy, Istanbul, France, and the United Kingdom.

The mission statement of Virginia Wesleyan College emphasizes that we seek to prepare students for "the challenges of life and career in a complex and rapidly changing world." One way that we do this is by providing rich and culturally diverse academic experiences. Much of this can be seen in faculty initiatives in taking students abroad, in doing research abroad, and in the focus of the research itself.

Faculty in recent years have taken students to study abroad, engaging students in study and research experiences in New Zealand, Vietnam, Greece, Turkey, Germany, Trinidad, Costa Rica, Panama, Mexico, France, and Ghana. In recent years students have also studied in Germany, England, China, and France.

Faculty also broaden their cultural awareness by teaching and conducting research abroad and bring this awareness back to classrooms that serve education students. Last year Dr. Dan Margolies (History) was a Fulbright Scholar in Korea and Dr. Craig Wansink (Religious Studies) set up a student exchange agreement with Kansai Gaidai, a university in Osaka, Japan. Dr. Vic Townsend (Biology) regularly takes groups of students abroad to conduct research in the tropics (and the very different cultures there). During their sabbaticals, Dr. Mavel Velasco (Spanish) did research in Bolivia, Dr. Susan Wansink (German) in Germany, and Dr. Philip Rock (Biology) in Italy. In this coming year Dr. Murrell Brooks (Political Science) is planning on doing research on political/economic questions in Africa, and Dr. Brett Heindl--also a political scientist--will be studying similar issues within Turkey. Within this year Dr. Susannah Walker (History) will present at a conference in Australia.

In terms of specific research topics, Dr. Eric Mazur's (Religious Studies) current research focuses on Jews as a minority community in the American Southeast. Dr. Dan Margolies (History) recently received a Mednick Fellowship to research Latino migration to the South and Latino migrant music. In terms of intercultural concerns, the theatre program this year presented "The Laramie Project" (to focus on issues relating to sexual identity and hate crimes), and a number of faculty are involved in community service and service learning courses related to issues of hunger and homelessness in Hampton Roads.

ATTACHMENT 2

Memorandum Dated April 16, 2010
from
Timothy G. O'Rourke, Vice President for Academic Affairs
Regarding Reply to April 15th Inquiries
to
Dr. JoAnne Y. Carver, Director of Teacher Education

VIRGINIA WESLEYAN COLLEGE

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

MEMORANDUM

To: Dr. JoAnne Y. Carver
Director of Teacher Education

From: Timothy G. O'Rourke
Vice President for Academic Affairs

Subject: Reply to April 15th Inquiries

Date: April 16, 2010

In an e-mail dated April 15, 2010, you asked for the following items of information related to the accreditation of Virginia Wesleyan College's Education Program.

1. Membership of the Working Assessment Group;
2. Minutes of the Working Assessment Group meetings;
3. Copy of the draft plan for Improved Program Assessment;
4. Revised job description for Dr. Malcolm Lively with any documentation of teaching course load reduction; and,
5. Copy of the Professional Activities Form (PAF) listed in section A.1 of the overview.

1. The Working Group includes the following people:
   - John R. Braley III (Associate Professor of Recreation and Leisure Studies)
   - Jack Dmoch (Chief Technology Officer)
   - Malcolm Lively (Director of Teacher Education)
   - Timothy G. O'Rourke (Vice President for Academic Affairs),
   - Bryan Price (Associate Vice President for Institutional Research and Effectiveness)
   - Robin Takacs (Coordinator of Institutional Technology)

   Occasionally the group has expanded to include Suzanne Savage (Assistant Vice President for College Advancement), Douglas Kennedy (Batten Professor of Recreation and Leisure Studies), and various members of the Education Department. As discussed in detail in Item 2, the working group has not met to discuss any revision to program or student learning goals. Rather, this team has met to discuss and resolve targeted issues or concerns. The group meets at the call of Dr. O'Rourke.

2. The Working Group, to this point in time, has not maintained a set of minutes. The Working Group emerged out of series of conversations that began in May and June of 2009[8] and intensified in November 2009. The group convened formally in December 2009 in order to write a grant to the Virginia Foundation for Independent Colleges (VFIC) to support *LiveText* implementation. Appendix A includes a copy of the VFIC grant proposal, developed by the Working Group with the assistance of VWC's Advancement Office.

   When the VFIC rejected the grant request in mid-January, Dr. O'Rourke invited Fred Scott, Solutions Consultant for *LiveText*, to meet on-campus with the Working Group on February 14, 2010, to discuss implementation of the software package with institutional funds only. After considerable study, including the review of multiple software applications, the Working Group decided in March 2010 to purchase the *LiveText* system; to train Education and Recreation and Leisure Studies faculty and selected others on August 20, 2010, and a second date in the fall; and to implement use of the software in selected Education and Recreation and Leisure Studies courses in Fall 2010. (A copy of the *LiveText* purchase order appears in our April 1st *Report*.) [9]

   The whole Working Group convened formally on the following dates:

   Friday, December 11, 2009, preparation of VFIC grant proposal to implement *LiveText*
   Monday, December 14, 2010, conference call with Fred Scott, Solutions Consultant for *LiveText*
   Tuesday, February 16, 2010, on campus presentation by Fred Scott of *LiveText*
   Wednesday, March 3, 2010, conference call with Blackboard on e-portfolio, assessment software
   Wednesday, March 17, 2010, conference call with Fred Scott of *LiveText*

   Dr. O'Rourke, as the head of the Working Group, has held, since June 1, 2009, the following meetings related to the acquisition of the *LiveText* and program assessment in the Education Department:

   Friday, June 19, 2009, with the Education Department faculty
   Wednesday, June 24, 2009, with the Education Department faculty
   Thursday, June 26, 2009, with B. Price
   Wednesday, September 16, 2010, with B. Price
   Wednesday, March 10, 2010, with R. Takacs and J. Dmoch
   Wednesday, March 17, 2010, conference call with Fred Scott of *LiveText*
   Wednesday, February 24, 2010, with Bryan Price

   The Working Group will continue to meet throughout 2010-11 in order to monitor implementation and to continue to flesh out both the e-portfolio and assessment capabilities of *LiveText*. Ms. Takacs is coordinating *LiveText* training for faculty and students.

3. The *Unit Assessment Plan for the Professional Education Program at Virginia Wesleyan College* is attached as Appendix B. The plan includes current student learning outcomes as well as an updated

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[8] Professor Braley devoted his Fall 2008 sabbatical to an exploration of e-portfolio and assessment software. During the Spring Semester 2009, he led a series of discussions with faculty colleagues on the *LiveText* Accreditation Management System. Fred Scott, Solutions Consultant for *LiveText*, made a presentation to a small group of VWC faculty, who included Dr. O'Rourke, in April 2009; at that time, the Department of Recreation and Leisure Studies committed to the implementation of *LiveText* either in Fall 2009 or Fall 2010. Shortly after VWC received the draft report of the Review Team in June 2009, Vice President O'Rourke initiated conversations with Bryan Price (Associate Vice President for Institutional Research) and Dr. Lively (Director of Teacher Education) about the use of *LiveText* to improve assessment in Education.

[9] The implementation of LiveText will serve a much larger role in the institution's plan to update it'ss institution-wide student learning outcomes assessment management system.

timetable that charts the implementation of new tools, specifically *LiveText*, to manage more effectively the current and longitudinal assessment of student learning.

4. Dr. Lively's teaching load is a 2/2 (two three-credit courses in the fall and spring). A job description for Dr. Lively's position appears on the following page. Since October 1, 2009, Dr. Lively has benefited from having the assistance of a full-time administrative assistant. Moreover, he and his colleagues will enjoy reduced advising loads as a result of the addition of full-time faculty member in fall 2010.

5. The Professional Activities Form (PAF), a portion of which appeared as an appendix in the December 11th Institutional Response, is reprinted in its entirety in Appendix C.

Roles and Responsibilities of Director of Teacher Education

Virginia Wesleyan College
Education Department

Director of Teacher Education/Education Department Coordinator

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

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

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

Appendix A

Virginia Wesleyan College
2010 VFIC/Verizon Foundation "Teaching with Today's Technology" Grant Application

1. General Information

Project Title – Leading Teachers
Start Date – June 2010
End Date – May 2012
Amount Requested- $20,000
Contact Information – Suzanne Savage, Assistant Vice President for College Advancement, Virginia Wesleyan College, 757-233-8736

2. Project Narrative

Virginia Wesleyan College requests $20,000 in support of the "Leading Teachers" Project. The project will use new technologies—specifically *LiveText* and Thinkfinity—to enhance preparation of students in the Professional Education Program at Virginia Wesleyan, enabling them to enter their careers using technologies in their instruction in pre-K—12 classrooms. Virginia Wesleyan College also wishes to improve assessment protocols in its Education Department to better document competencies of students across multiple courses.

The College proposes to achieve both of these goals by implementing an e-portfolio system known as *LiveText*. Over the course of a student's time in the Education Department, *LiveText* will provide a body of work that is reviewable and allows faculty an independent method for monitoring students' performance and tracking program performance over time. This comprehensive assessment tool enables faculty to monitor the extent to which students, individually and collectively, are satisfying the competencies prescribed by the State Board of Education. It also provides the students with a portable, digital vita to use with prospective employers. Once in the classroom, a new teacher can use *LiveText* to maintain a professional journal that includes a profile of class demographics and academic levels, explains the work that the class is doing, and charts the results. The new teacher can put lesson plans into his or her own *LiveText* account and align them with State Standards of Learning; establish performance rubrics for the students in the class; and put artifacts of the students' work into *LiveText.* The new teacher also could create and participate in discussion boards with former VWC classmates and faculty members—in effect creating a supportive network that extends well beyond graduation from VWC. Students in the Professional Education Program will draw upon Thinkfinity in the course of developing their e-portfolios and in preparing lesson plans when they enter their teaching careers.

With funding from the "Teaching with Today's Technology" grant, the "Leading Teachers" Project will be implemented in the 2010/2011 academic year. The cost of the *LiveText* software is approximately $80-$100 (per student) for usage up to five years; a student's *LiveText* subscription extends one-year beyond graduation and can be renewed thereafter. It is customary for students to bear this cost and they will be notified of this expectation in the course catalog. A portion of the grant budget will be allocated to pay the cost of the software for students demonstrating financial need. A significant portion of the grant will be used to provide training. A *LiveText* trainer will be brought to campus over the summer of 2010 to provide two days of training for Education and Recreation and Leisure Studies faculty. In addition, the College will include Robin Takacs, Institutional Technology Coordinator, in this training to equip her to provide usage training for students. This investment will provide in-house expertise necessary for training new users each year.

Monies will also be used to provide faculty stipends for the Education Department faculty who will develop new course curriculum to include the use of *LiveText* and Thinkfinity.

The usage of *LiveText* and Thinkfinity will ensure that all Education Department students are well-trained and comfortable in the use of technology. As a result, the students will be able to use their e-portfolio to pursue employment in the teaching profession. And, our expectation is that students, as newly minted teachers, will employ the use of *LiveText* and Thinkfinity in their classroom settings.

According to *LiveText* representatives, their software is used only at Liberty University, Old Dominion University and Virginia Commonwealth University in the Commonwealth of Virginia. Although some public schools have

LiveText, its use at the primary and secondary level is still rare. Thus, implementation at Virginia Wesleyan College will place our students and faculty on the cutting-edge of classroom technology usage.

3. The Participants

The implementation of *LiveText* will impact a number of populations on campus. All Education students will use the *LiveText* software. All juniors and seniors (approximately 125) will use it in their education major courses. Students on the elementary teaching track will use it in other courses such as social sciences, math, science and English. In addition, the College's Recreation and Leisure Studies students will begin using *LiveText*. Dr. Timothy O'Rourke (Vice President for Academic Affairs and Kenneth R. Perry Dean of the College) feels that having two academic departments implementing *LiveText* will create a "beachhead" and make the technology pervasive on the Virginia Wesleyan campus. Some Recreation and Leisure Studies students continue their education and become teachers. All are in the instruction business—taking jobs with organizations such as the YMCA and Boys and Girls Clubs. Having expertise in *LiveText* will enable these students to share it and other technologies with their students. Recreation and Leisure Studies plans to introduce 25 students per semester (over a two-year period) to the *LiveText* technology.

The participants will also represent a diverse group of students. Virginia Wesleyan has the second most diverse student population of all sixteen liberal arts colleges in Virginia. In the fall of 2008, minorities represented 27.1% of the student body; the Education and Recreation and Leisure departments exhibit the same level of diversity.

4. Your Approach – What overall approach or strategy are you using to achieve your result?

The College proposes to implement an e-portfolio system known as *LiveText*. Over the course of a student's time in the Education Department, *LiveText* will provide a body of work that is reviewable and allows faculty an independent method for monitoring students' performance and tracking program performance over time. This comprehensive assessment tool enables faculty to monitor the extent to which students, individually and collectively, are satisfying the competencies prescribed by the State Board of Education. It also provides the students with a portable, digital vita to use with prospective employers. Once in the classroom, a new teacher can use *LiveText* to maintain a professional journal that includes a profile of class demographics and academic levels, explains the work that the class is doing, and charts the results. The new teacher can put lesson plans into his or her own *LiveText* account and align them with state Standards of Learning; establish performance rubrics for the students in the class; and put artifacts of the students' work into *LiveText.* The new teacher also could create and participate in discussion boards with former VWC classmates and faculty members—in effect creating a supportive network that extends well beyond graduation from VWC.

With funding from the "Teaching with Today's Technology" grant, the "Leading Teachers" Project will be implemented in the 2010/2011 academic year. The cost of the *LiveText* software is approximately $80-$100 for usage up to five years; a student's *LiveText* subscription extends one-year beyond graduation and can be renewed thereafter. It is customary for students to bear this cost and they will be notified of this expectation in the course catalog. A portion of the grant budget will be allocated to provide scholarships for students demonstrating financial need to pay the cost of the software.

A significant portion of the grant will be used to provide training. A *LiveText* trainer will be brought to campus over the summer of 2010 to provide two days of training for Education and Recreation and Leisure Studies faculty. In addition, the College will include Robin Takacs, Institutional Technology Coordinator, in this training to equip her to provide usage training for students. This investment will provide in-house expertise necessary for training new users each year.

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The usage of *LiveText* will ensure that all Education Department students are well-trained and comfortable in the use of technology. As a result, the students will be able to use their e-portfolio to pursue employment in the teaching profession. And, our expectation is that students, as newly minted teachers, will employ the use of *LiveText* and Thinkfinity in their classroom settings.

5. What level of intensity and duration are needed for your approach to deliver results?
Robin Takacs, Institutional Technology Coordinator, will provide training to students on general usage of the software. She will also be available for case by case assistance throughout the semester. The College will also include selected students in the two-day training. Throughout the semester, these students will serve as peer tutors.

Elementary track Education candidates will use *LiveText* and Thinkfinity in courses adding to as much as 10 to 12 credit hours per week. Students completing student teaching in the field will utilize *LiveText* and Thinkfinity for as many as 100 total hours during the semester.

6. Intended Outcomes:
There are several intended outcomes. Students utilizing *LiveText* and Thinkfinity will participate in numerous technological exercises and tools that will enhance their ability to become more technologically literate. With *LiveText* becoming a focal point of modern education accreditation programs, students will be able to remain at the forefront of education technology programs and become incredibly valuable to future employers because of their advanced technology knowledge. All students who graduate from Virginia Wesleyan's Professional Education Program will have completed a full training program on *LiveText* and Thinkfinity and begun utilizing *LiveText*'s tools and functions (such as documenting mastery of both classroom and on-site competencies, developing an electronic vita, maintaining a professional journal, constructing classroom journals and lesson plans that correlate with Virginia Standards of Learning (SOLs) and developing assessment models).

All of said tasks, in the past, have been accomplished manually in written formats. Virginia Wesleyan student participants will learn not only how to successfully complete these tasks needed in their future profession, but also learn how to accomplish them in electronic formats using the most up-to-date technology.

7. What program results are you committed to achieving for the participants?
We are committed to ensuring that this new program receives the same high level of care and concern Virginia Wesleyan always takes with our students. We are also committed to assisting the participating students prepare for today's technological programs and environments that are beginning to be the national education standard.

For evaluation purposes, the College will implement a specific technology assessment at the end of all Education courses. This course-by-course analysis will give the College the ability to modify the program as needed to respond to student comments and concerns. The "Leading Teachers" Project will also be included in all Education students' exit surveys conducted with graduating seniors. We will have course-by-course data as well as long-term data of the *LiveText* and Thinkfinity technologies.

8. What is the anticipated number of participants reaching the desired program result?
We predict about 225 student participants spanning over the two-year grant cycle. Of the 225 student participants, 125 will be enrolled in the Education program while the remaining 100 will be enrolled in the Recreation and Leisure Studies program. We expect 95% of the students to successfully complete the program.

9. Who are the persons you see as critical to program/project achievement and what attributes of these people most predict success?
Dr. B. Malcolm Lively, Associate Professor of Education and Director of Teacher Education, will coordinate the implementation of *LiveText* in the Education Department to assist with assessment needs. Dr. John R. Braley III, Associate Professor of Recreation and Leisure Studies, who recently took a sabbatical to study *LiveText* and other e-portfolio technologies, will advise Recreation and Leisure Studies on implementation. And, Robin Takacs, Institutional Technology Coordinator, will be an ongoing training resource for students using *LiveText*.

10. What approaches will you use to communicate Verizon's role as your partner in this work?
Virginia Wesleyan College will incorporate Verizon's logo and information about the partnership on the College's *LiveText* landing page. Every user, including students and faculty, from Virginia Wesleyan will see this information upon reaching this web page.

Verizon's logo will be advertised through signage at all training sessions held for *LiveText*.

The College plans to acknowledge Verizon's support in our Honor Roll of Donors that is listed on the College's website and printed in several publications that are mailed out to alumni, parents, the College's Board of Trustees, faculty, staff, and major College supporters and donors.

11. What are your plans for a "Thinkfinity" workshop?

Virginia Wesleyan College will host a one-day Thinkfinity instructional lab that will be administered by an experienced trainer from the U.S. Department of Education. A goal has been set to implement this program by fall 2010 so the campus will host this workshop during the summer 2010. In attendance will be an estimated 10-12 faculty and staff participants including all Education faculty and staff members, Recreation and Leisure Studies faculty members, Ms. Robin Takas and students serving as peer tutors.

Prospective teachers, moving through their academic program at Virginia Wesleyan, will be able to draw upon the lesson plans and other resources available at Thinkfinity, incorporate key elements of Thinkfinity into their own evolving portfolio, and, then after graduation, continue to use Thinkfinity as an important tool for improving their pedagogy.

12. Budget

Please see attached budget.

Each year the Virginia Wesleyan College Professional Education Program collects, compiles, and reports student and program assessment data in the Assessment Record, Framework for Professional Study (attached) to the Dean of the College and the Office of Institutional Research. These summary assessment reports document the results of internal and external assessments and surveys (outlined below) of professional education students and the program in relation to program goals and objectives (as derived from the document *Regulations Governing the Review and Approval of Education Programs in Virginia*).

In conjunction with college-wide curricular reform and following the recommendation of the 2009 Review Team Report, the Professional Education Program is implementing an improved unit assessment plan to assess the progress of all candidates seeking licensure through our approved programs. At this time, the assessment plan is not targeting a revision in student learning measures as summarized and outlined in the Assessment Record, Framework for Professional Study. Rather, part of the improvement involves the purchase and implementation of an electronic assessment and portfolio system known as *LiveText*. *LiveText* will allow all candidates to create electronic portfolios of course assignments that demonstrate their knowledge of Standards of Learning and achievement of specific competencies outlined in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Whereas in the past, the education program collected multiple samples of candidates' work in education courses and courses in the Professional Interdivisional Major (PIDM) and displayed these along with course syllabi and matrices in individual course notebooks, *LiveText* will allow the professional education program to collect, document, and track all candidates' work in education courses as well as in the PIDM, secondary 6-12 majors, and PreK-12 majors as part of our approved programs. *LiveText* will also allow candidates to post reflections on their coursework following its assessment by education faculty.

The professional education faculty will receive training in the implementation of *LiveText* on August 20, 2010. This date was chosen because it falls approximately three weeks after revisions to the professional education coursework and revised Prescribed Interdivisional Major are due to meet the course requirements of the 4x4 curriculum reform. Curricular reform presents the perfect opportunity to implement enhanced candidate tracking in newly revised courses. The following timeline will guide the implementation of this new system of student, course, and program monitoring:

Summer 2010

Training of education faculty and staff in use and implementation of *LiveText*

Fall 2010

First collection of candidate data in *LiveText* system in two piloted education courses:

- EDUC 320, Reading and the Language Arts
- EDUC 329, Curriculum and Instruction PreK-6

Additional Live Text Training for education faculty and staff

Spring 2011

Collection of candidate data in *LiveText* system from the following courses, including the two above:

- EDUC 366, Classroom Management and Instructional Strategies
- EDUC 321, Diagnostic Teaching of Reading
- EDUC 319, Reading in the Content Areas
- INST 482, Issues in Education
- EDUC 338, Middle School Teaching Methods

Summer 2011

First assessment report collated using *LiveText* data and candidates' electronic portfolios.

Fall 2011

Collection of candidate data in *LiveText* system from all professional education coursework as college-wide curriculum reform goes into effect

Spring 2012

Implement collection of candidate data from PIDM courses

Implement collection of candidate data from secondary 6-12 and PreK-12 major coursework

First assessment of candidates' electronic portfolios as part of education program completion requirements

What we will obtain in this assessment plan is an improved means of triangulation of data between internal and external assessments currently in place (see below) with candidate performance on assignments in the individual professional education courses and major courses that comprise the approved programs. Such triangulation will better guide course and field experience improvements and provide additional insight into candidates' readiness for the student teaching semester and, ultimately, the teaching profession as a licensed teacher. This improved plan also addresses the concerns of the Review Team regarding candidate tracking through the program, which will aid the advising of candidates, as well as allowing for more accurate assessment of program effectiveness.

Student Learning Goals

Outlined in the Assessment Record, Framework for Professional Study (attached)

Assessments

Internal:

- Candidate Exit Survey
- Student Course Evaluations
- Portfolio Assessment
- VWC Supervisor Evaluation of Practica
- VWC Supervisor Evaluation of Student Teaching

External:

- Employer Satisfaction Survey
- Alumni Survey
- Cooperating Teacher Evaluation of Practica
- Cooperating Teacher Evaluation of Student Teaching
- Administrator Evaluation of Student Teaching
- Praxis I
- Praxis II
- Virginia Reading Assessment
- Virginia Communication and Literacy Assessment

Assessment Record for Education Department for assessment period June 2007 – July 2008 Submitted June 2008

Framework for Professional Study

Goal 1: Professional Education Expertise:

The Education Department strives to provide all pre-service teachers with the professional education expertise they need to be successful teachers. As such, each graduate of the program will have received training in the following areas from courses, assignments, and additional opportunities.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
Instructional Strategies Training pre-service teachers in the declarative, procedural, and conditional knowledge needed to select and use appropriate instructional strategies.	Principles 1, 2, 4, 7			
Objective 1: Candidates demonstrate the use of appropriate instructional strategies in teaching Virginia Standards of Learning (SOL) in microteachings, preparing lesson plans, assessing student learning, and developing thematic units of study.		***Exit Survey***: Assesses candidate satisfaction with VWC and the education program.	***Exit Survey***: All candidates take the survey on Blackboard near the end of the student-teaching semester. For the year, 96% responded that instructional strategies received *Strong Emphasis* throughout the program, and 78% responded that planning for instruction received *Strong Emphasis* throughout the program, a 5% increase over last year	Results of the Exit Survey are summarized in a report distributed to faculty of the education program and modifications may be made based on candidate comments.
		Employer Satisfaction Survey:	***ESS***: Employers in 2008 rated 86.6%	The results of the ESS are

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		ESS is distributed each fall and assesses principals' satisfaction with VWC education program graduates. The survey will continue in Fall 2007 pending development of a similar instrument through VITAL.	of graduates as *very good* or *excellent* in terms of using effective teaching strategies.	summarized and distributed to faculty in the education program. As with the Exit Survey, modifications may be made in the program based on principals' feedback.
Classroom Management Training pre-service teachers to make effective teaching decisions at all levels to provide their students with a safe and effective learning environment, elements of which include discipline, lesson planning, grading procedures, selection of materials, time management, and increasing student motivation and interest in learning. **Objective 2 -** Candidates learn the necessary skills of	Principle 5	***Exit Survey***	***Exit Survey***: Almost all candidates (95%) indicated that classroom	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
classroom management by successfully completing the professional education course work and demonstrating their use in the clinical experiences. They will design a Classroom Management Plan (CMP) and test its effectiveness during the practicum and student teaching experience.		***Employer Satisfaction Survey***	management received strong emphasis throughout the education program. ***ESS***: Employers rated 90% of program graduates as very good or excellent with regard to the use of effective classroom management approaches.	
Differentiated Instruction Training pre-service teachers to recognize student diversity in the classroom and to provide developmentally appropriate individualized instruction for all students. **Objective 3**: Candidates demonstrate awareness of diverse student learning environments and plan differentiated instruction by	Principle 3	***Exit Survey*** ***Employer Satisfaction Survey***	***Exit Survey***: Most candidates (87%) indicated that differentiated instruction received *Strong Emphasis* through the education program. ***ESS***: Principles rated 94% of program	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
writing lesson plans and teaching in the student teaching experiences. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.		***Education Department Practicum Evaluation Form***: completed by cooperating teacher. ***Formative Evaluation of Pre-service Teacher***: completed by cooperating teacher. ***Summative Evaluation of Pre-service Teacher***: completed by cooperating teacher and college supervisor. ***Pre-service Teacher Evaluation Form***: completed by school administrator.	graduates as *very good* or *excellent* in adapting instruction based on student progress and 80% as *very good* or *excellent* in differentiating instruction to meet students' needs. ***EDPEF***: 100% of pre-service teachers received ratings of 2 (33%) or 3 (67.%) on this objective. ***SEPT***: 100% re-service teachers *met* (13%) or *exceeded* (87%) *criteria* (scores of 2 and 3) for this objective. ***PTEF***: 100% of pre-service teachers received ratings of 2 (45%) or 3 (55%) from administrators for this objective.	Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
School-Family Collaboration: Training pre-service teachers to foster and value the relationship that exists among schools, students' families, and the communities schools serve. **Objective** 4: Candidates show skill in working with parents by observing the cooperating teacher and participating in conferences and PTA/school meetings when appropriate. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.	Principles 7 & 10	***Exit Survey*** ***Employer Satisfaction Survey***	***Exit Survey***: 58% of candidates indicated that this objective was *Strongly Emphasized* throughout the education program, an increase of 26% over last year. ***ESS***: Principals rated 100% of program graduates as *excellent* or *very good* in establishing and maintaining professional relationships with students, parents, colleagues, and the school community.	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		Education Department Practicum Evaluation Form: completed by cooperating teacher. ***Formative Evaluation of Pre-service Teacher***: completed by cooperating teacher. ***Summative Evaluation of Pre-service Teacher***: completed by cooperating teacher and college supervisor. ***Pre-service Teacher Evaluation Form***: completed by school administrator.	***EDPEF***: 100% of pre-service teachers received ratings of 2 (3%) or 3 (97%) on this objective. ***SEPT***: Of those pre-service teachers observed, 100% received a rating of 3, *exceeding criteria* for this objective. ***PTEF***: 93% of pre-service teachers received ratings of 2 (27%) or 3 (66%) from administrators for this objective.	Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.
Learning Styles: Training pre-service teachers to recognize that students learn in many different but effective ways, and that instruction can be offered that incorporates more than one of the learning	Principles 2 & 3			

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
modalities and/or styles.				
Objective 5: Candidates will use multiple ways of meeting students' needs in the classroom. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.		***Exit Survey***	***Exit Survey***: Recognition of students' varied learning styles continues to be strongly emphasized in all education courses, according to 87% of candidates.	
		Education Department Practicum Evaluation Form: completed by cooperating teacher.	EDPEF: 100% of pre-service teachers received ratings of 2 (6%) or 3 (94%) on this objective.	Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.
		Formative Evaluation of Pre-service Teacher: completed by cooperating teacher.		
		Summative Evaluation of Pre-service Teacher: completed by cooperating teacher and college supervisor.	***SEPT***: 100% of pre-service teachers received ratings of 2 (12.5%) or 3 (87.5%) on this objective.	
		Pre-service Teacher Evaluation Form: completed by school	***PTEF***: 93% of pre-service teachers received ratings of 2 (46.5%) or 3	

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
		administrator.	(46.5%) from administrators on this objective.	
Student Assessment Providing pre-service teachers with the evaluative tools to assess students and to interpret data in order to make appropriate instructional decisions that result in the most effective instruction for each student.	Principle 8			
Objective 6: Candidates practice assessing student learning by employing numerous assessment strategies during the teaching of a lesson and make decisions based on the assessment outcomes. These experiences will be observed and evaluated by the college supervisors, cooperating teachers, and school administrators. Using a rating		***Exit Survey***	***Exit Survey***: 64% of candidates indicating that this objective was *strongly emphasized* throughout the education program, while 32% indicated this objective was *evident, but not emphasized*.	The Commonwealth and VDOE have mandated the inclusion of assessment and instructional design into the social foundations course (INST 202, EDUC 324) and in the methods courses effective Fall 2008. Instructional design and assessment were introduced to candidates in the foundations courses beginning Fall 2007.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
scale of 1-3, candidates are expected to receive 2s and 3s.		***Education Department Practicum Evaluation Form***: completed by cooperating teacher. ***Formative Evaluation of Pre-service Teacher***: completed by cooperating teacher. ***Summative Evaluation of Pre-service Teacher***: completed by cooperating teacher and college supervisor. ***Pre-service Teacher Evaluation Form***: completed by school administrator.	***EDPEF***: 100% of pre-service teachers received ratings of 2 (6%) or 3 (94%) on this objective. ***SEPT***: 100% of pre-service teachers observed received ratings of *3* on this objective. ***PTEF***: 100% of pre-service teachers received ratings of *2* (47.5%) or *3* (53.5%) from administrators on this objective.	Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.
Reflection Pre-service teachers will use inquiry and reflection to examine and evaluate teaching	Principles 6 & 9			

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
effectiveness and accomplishments. **Objective 7**: Candidates demonstrate reflective teaching by analyzing lessons taught, determining what went well and why, as well as how else the lessons and learning activities could have been conducted.		***Exit Survey*** ***Education Department Practicum Evaluation Form***: completed by cooperating teacher. ***Formative Evaluation of Pre-service Teacher***: completed by cooperating teacher. ***Summative Evaluation of Pre-service Teacher***: completed by cooperating teacher and college supervisor. ***Pre-service Teacher Evaluation Form***: completed by school administrator.	***Exit Survey***: Items to be added to Fall 2008 survey to gather data on this objective. ***EDPEF***: All pre-service teachers received a rating of 3 from cooperating teachers on this objective. ***SEPT***: 100% of pre-service teachers received ratings of 3 (*exceeds criteria*) on this objective. ***PTEF***: 100% of pre-service teachers received ratings of 2 (28%) or 3 (72%) from administrators on this objective.	Director of Teacher Education and the Director of Field Experiences will review forms. Remediation assignments will be given to students not obtaining the required ratings.

Goal 2: Early and Effective Field Experiences:

The Education Department strives to provide all pre-service teachers with early and effective field placements through practica and student-teaching experiences in more than one geographical area in Hampton Roads. Such placements prepare candidates for their roles as future teachers in urban, community, and rural schools. Candidates in all VWC education programs experience the full range of grades that can be taught within their selected program prior to graduation and certification.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
Objective 1: Candidates receive supervision and mentoring during the early field experiences (practica). Objective 2: Candidates gain experience in teaching at two placements within their certification areas. Objective 3: Candidates receive two locations for student teaching to be prepared. Objective 4: Candidates earn letter grades for the two student teaching experiences.	Principle 7	***Education Department Practicum Evaluation Form***: completed by cooperating teacher. ***Formative Evaluation of Pre-service Teacher***: completed by cooperating teacher. ***Summative Evaluation of Pre-service Teacher***: completed by cooperating teacher and college supervisor. ***Pre-service Teacher Evaluation Form***: completed by school administrator.	***EDPEF***: 100% of pre-service teachers were rated as *demonstrating readiness for student teaching* by cooperating teachers, receiving ratings of 2 (6%) or 3 (94%). ***SEPT***: All pre-service teachers received ratings of 2 or 3 across all objectives. ***PTEF***: On the average, 94% of pre-service teachers received ratings of 2 or 3 from administrators across all objectives.	Director of Teacher Education and Director of Field Experiences will review forms. Remediation assignments will be given to candidates not obtaining the required ratings.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
These experiences will be observed and evaluated by college supervisors, cooperating teachers, and school administrators. Using a rating scale of 1-3, candidates are expected to receive 2s and 3s.			Individual student feedback pertaining to pre-service teaching performance in practica and student teaching. Candidates earn a pass or fail for practica and a letter grade for each student teaching experience (first and second placements).	

Goal 3: Instructional Technology:

The Education Department strives to teach all pre-service teachers to use computer hardware and current software to integrate instruction technology in their lesson planning in order to enhance teaching and learning in the classroom.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
Objective 1: Candidates demonstrate the level of technological proficiency required to be certified in the Commonwealth of Virginia.	Principles 3, 4, & 6		EDUC 303 has been dropped from the professional education course offerings. The EDUC prefix was changed to INST 303. An online version of INST 303 was developed and offered for the first time in spring of 2006. This is a college technology literacy required course for the Education Department.	
Objective 2: Candidates learn computer competencies and		***Pre-assessment Survey of Skills***	The ***Pre-assessment Survey of Skills*** is used in determining whether the student enrolls in the campus or online	Helps professor tailor the course to meet candidates' needs.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
demonstrate computer technology skills in INST 303. An ***Instructional Technology Competency Rubric*** completed by the student will receive a P grade.		***Instructional Technology Competency Rubric (ITCR):*** will be completed and a Verification Form noting satisfactory or unsatisfactory rating will be given to each student. ***Exit Survey*** ***Employer Satisfaction Survey***	course offering. All candidates have received a P on the ***ITCR***. Verification Forms are placed in candidates' files. ***Exit Survey***: revealed that 65% of teacher candidates indicated the Instructional technology received *Strong Emphasis* throughout the education program. ***ESS***: Principals rated 78% of program graduates as excellent or very good at incorporating technology appropriately in the classroom.	Helps professor assign additional course work for remediation, if necessary.

Goal 4: Professional Portfolio:

The development of the professional portfolio is a strong indicator of per-service teachers' knowledge and understanding of educational theory and practice that can be communicated to prospective employers of the program's graduates. Candidates develop their professional portfolio in the student teaching seminar with guidance from VWC faculty and educators from area schools. The portfolio also serves a reflective purpose because candidates select evidence from their course work and field experiences that best demonstrate their content area and technology expertise.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
Objective 1: Candidates develop a personal professional portfolio.	Principle 1	Rubrics for grading are provided in INST 303 and the integrated seminar.	The professional portfolio is a student-teaching seminar class assignment along with the development of a small mini-portfolio to take to interviews with school personnel and principals.	Rubric is revisited and revised if portfolios are not clear. Employers' comments are also considered in this process.
Objective 2: Candidates develop an employer mini-portfolio.		***Exit Survey***	***Exit Survey***: 87% of candidates indicated that Portfolio Preparation is either *evident* or *strongly emphasized* throughout the education program.	
Objective 3: Candidates reflect on the portfolio and it becomes a work in progress. The portfolio rubric is part of INST 303 and the integrated seminar courses. Candidates are expected to complete the portfolio with a P grade.				

Goal 5: Graduate Follow-up:

The Education Department strives to maintain data on program completers at initial employment and after three and five years in the workplace. Data from our graduates are required by VDOE and further serve to assess program quality.

Objectives / Outcomes	INTASC Standards	Means of Assessment	Summary of Data Collected	Use of Results
Objective 1: Program graduates will report data related to their employment and preparation for teaching.	Principle	***Graduate Follow-up Survey***: To be administered to program graduates at 1, 3, and 5 years after graduation from VWC.	Data is now collected through VITAL program at state level. Current assessments have not yet been posted.	Required data collection for Biennial Reports for VDOE
Objective 2: Employers, typically principals, will report data pertaining to program graduates teaching in their schools.		***Employer Satisfaction Survey***	***ESS***: Responses from employers indicated great satisfaction with VWC program graduates, as 85% were rated as *very good* or *excellent*—25% earned a maximum rating on the ***ESS***. No graduate of the program received a rating below *average*.	Required data collection for Biennial Reports for VDOE

Appendix C

Virginia Wesleyan College

Faculty Professional Activities Form: 2009

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

Faculty Member:	Enter Name	Dept:	-Select Department-
Rank:	-Select Rank-	Date eligible for promotion:	-Enter date, if applicable-

I. TEACHING AND STUDENT MENTORING

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

   TERM COURSE SEC TITLE StuTyp Creds CrsType Students

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

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

3. *Changes* in existing preparations and purpose of changes:

   -describe changes and the purposes-

4. Student mentoring and academic leadership:
   - number of independent studies -Select-
   - number of tutorials -Select-
   - number of internships -Select-
   - number of off-site classroom observations/evaluations -Select-
   - local field trips
     -Please provide explanation, if applicable
   - sponsorship of student travel for conferences, etc.
     -Please provide explanation, if applicable
   - travel courses
     -Please provide explanation, if applicable
   - other
     -Please provide explanation, if applicable

5. Pedagogy and technology conferences and/or workshops attended (title, location, date):
   -Please provide explanation, if applicable

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

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

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

II. PROFESSIONAL VITALITY

(N.B. Explain/document the professional significance of any journal/venue where it would not be apparent to someone outside of your field)

1. Books authored or edited *(title/press/date):* -Please Select # of Books
   -Please provide title, press, and date, if applicable

2. Scholarly work appearing in peer-reviewed journals *(with bibliographic citations):*
   -Please Select # of Scholarly Works
   -Please provide bibliographic citations as applicable

3. Other professional publications *(with bibliographic citations):*

   a. popular and news publications -Select-
      -Please provide bibliographic citations as applicable
   b. book reviews -Select-
      -Please provide bibliographic citations as applicable
   c. encyclopedia articles -Select-
      -Please provide bibliographic citations as applicable
   d. web site contributions -Select-
      -Please provide bibliographic citations as applicable
   e. chapter or essay in a book -Select-
      -Please provide bibliographic citations as applicable

   f. other -Select-
      -Please provide bibliographic citations as applicable

4. Professional performances/exhibitions *(title, organization, place, date):*

   -Please provide details as appropriate-

5. Work forthcoming for publication/exhibition but not yet in print/shown *(title of journal or publisher and anticipated date of publication, or parallel information for the arts):*

   -Please provide details as appropriate-

6. Conference papers presented (title, organization, place, date):

   a. International -Select-
      -Please provide bibliographic citations as applicable
   b. National -Select-
      -Please provide bibliographic citations as applicable
   c. Regional -Select-
      -Please provide bibliographic citations as applicable
   d. Local -Select-
      -Please provide bibliographic citations as applicable
7. Other lectures/talks/moderating/evaluative roles for professional audiences *(title, organization, place, date):*

   -Please provide details as appropriate-

8. Grants applied for *(indicate if received):*
   a. External *(name, project, level of competition)* -Select-
      -Please provide name, project, and competition level, as applicable
   b. Internal *(name, project)* -Select-
      -Please provide name, project, and competition level, as applicable

9. Attendance at professional conferences or performances/exhibitions *not listed in #6 (organization, location, date; role, if any)* :
   a. Involving travel:
      -Please provide details as appropriate-
   b. Local:
      -Please provide details as appropriate-

10. Non-conference travel for scholarly or artistic research:
    -Please provide details as appropriate-

11. Professional offices held *(note nature of activity):*
    -Please provide details as appropriate-

12. Description of research or work in progress, including work that may be under consideration for publication or presentation:
    -Please provide details as appropriate-

13. Professional licenses and memberships:
    -Please provide details as appropriate-

14. Scholarly/professional awards and honors received:
    -Please provide details as appropriate-

15. Other professional achievements you would like to highlight:
    -Please provide details as appropriate-

16. Based on the goals you set for yourself last year, how would you evaluate your *professional achievements*:
    -Please discuss as appropriate-

III. <u>INSTITUTIONAL SERVICE</u>

1. Advising:
   a. Number of advisees -Select-

   b. Advising workshops attended -Select-
      -Please provide details as appropriate
   c. Other advising achievements you would like to highlight:
      -Please provide details as appropriate

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

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

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

5. Leadership of, and/or major contributions to, student organizations and events:

-Please provide details as appropriate-

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

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

8. External activities serving institutional or community interests *(e.g., speaking to lay audiences, contest judging, recruitment efforts, serving on community boards):*

   -Please provide details as appropriate-

9. Leadership in service learning or other volunteer activities:

   -Please provide details as appropriate-

10. How would you evaluate your *service achievements* in relation to your goals?

    -Please provide details as appropriate-

IV. <u>GOALS for the next twelve months</u> *(in teaching, research, service or any combination)*

-Please provide details as appropriate-

Board of Education Agenda Item

Item: G. **Date:** May 27, 2010

Topic: Final 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

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Origin:

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

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

_X_ Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action
- date April 22, 2010
- action 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

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 passing 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 approve the Advisory Board on Teacher Education and Licensure's recommendation on the passing score for the revised Praxis II Business and Information Technology assessment. In addition, the Superintendent of Public Instruction recommends that pass rates for the assessment be reviewed when sufficient test scores are received for Virginia test takers.

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 the test fees.

Timetable for Further Review/Action:

The Department of Education will notify school divisions and institutions of higher education of the Board of Education's decision.

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

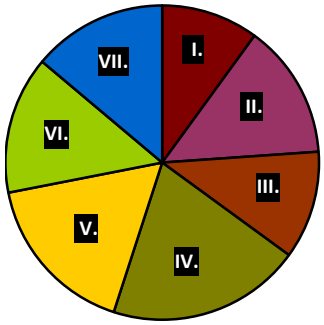
- Professional Business Education Organizations
    - Student organizations and the role of the advisor
    - Teacher organizations and the importance of staying actively involved in the profession
- Career and Technical Education Legislation (e.g. Carl Perkins)
- School and Community Relationships
    - 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 I. **Date:** May 27, 2010

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

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

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

Origin:

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

_X_ Board review required by

_X_ State or federal law or regulation

____ Board of Education regulation

____ Other: _____

_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

action First review of Curriculum Framework for *Economics and Personal Finance Standards of Learning*

Background Information:

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

During the fall of 2008, as part of the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA), a new statewide graduation requirement in economics and personal finance was proposed for the Standard, Standard Technical, Advanced Studies, and Advanced Technical Diplomas. With that in mind, on October 23, 2008, the Board of Education approved a proposal to develop Standards of Learning for a high school course in economics and personal finance. On February 19, 2009, the Board adopted the revised SOA, which included the economics and personal finance requirement for the diplomas noted above, effective with students entering the ninth grade in 2010-2011. Pursuant to legislative action in the 2010 General Assembly,

the requirement has been delayed, to become effective with the students entering the ninth grade in 2011-2012. A course in personal finance continues to be an option to satisfy a graduation requirement in mathematics for the Modified Standard Diploma.

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

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

Summary of Major Elements:

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

A 30-day public comment period began on March 19, 2010, immediately after the Board's first review of the draft curriculum framework. Twenty-four comments were received in the public comment mailbox. One comment was received via e-mail. Of those, four comments offered suggestions pertaining to the draft curriculum framework, some of which were included in the final draft. The remaining comments generally supported the Board's decision to strengthen the financial education of students, but expressed concerns about an additional graduation requirement and no additional funding.

The changes included to strengthen the proposed revised Economics and Personal Finance Curriculum Framework are found in underline and strikethrough format on the following pages of the attached draft:

Standard	Page Number
EPF.5a	31
EPF.5b	33
EPF.9b	48
EPF.9e	51
EPF.10a	54
EPF.10b	55
EPF.10i	62
EPF.12a	72

Superintendent's Recommendation:

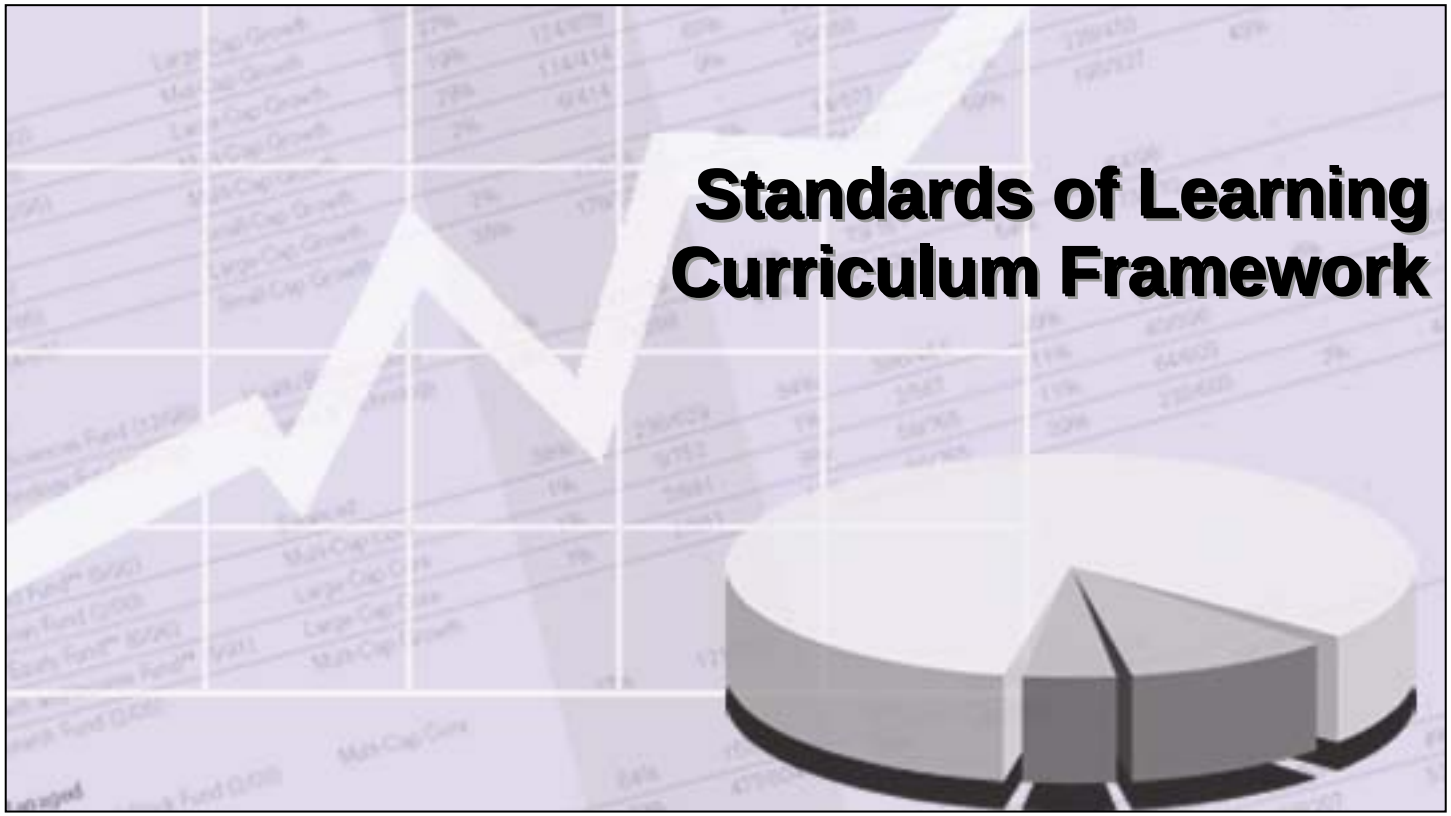
The Superintendent of Public Instruction recommends that the Board of Education accept for final review and approve the attached proposed Curriculum Framework for the 2010 *Economics and Personal Finance Standards of Learning*.

Impact on Resources:

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

Timetable for Further Review/Action:

Upon approval, the Department of Education will publish the Economics and Personal Finance Curriculum Framework on its Web site.



Economics and Personal Finance

Final Review Draft – May 27, 2010

Board of Education
Commonwealth of Virginia

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STANDARD EPF.1a

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

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

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

STANDARD EPF.1b

The student will demonstrate knowledge of basic economics concepts and structures by
b) explaining that choices often have long-run unintended consequences.

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

STANDARD EPF.1c

The student will demonstrate knowledge of basic economics concepts and structures by
c) describing how effective decision-making requires comparing the additional costs (marginal costs) and additional benefits (marginal benefits).

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

STANDARD EPF.1d

The student will demonstrate knowledge of basic economics concepts and structures by
d) identifying factors of production.

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

STANDARD EPF.1e

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

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

STANDARD EPF.1f

The student will demonstrate knowledge of basic economics concepts and structures by
f) identifying Adam Smith and describing the characteristics of a market economy.

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

STANDARD EPF.2a

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
a) describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.

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

STANDARD EPF.2b

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

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

STANDARD EPF.2c

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

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

STANDARD EPF.2d

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

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

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

STANDARD EPF.2d (continued)

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

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

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

STANDARD EPF.2e

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

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

STANDARD EPF.2f

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

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

STANDARD EPF.2f (continued)

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

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

STANDARD EPF.2g

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

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

STANDARD EPF.2h

The student will demonstrate knowledge of the role of producers and consumers in a market economy by
h) describing the effects of competition on producers, sellers, and consumers.

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

STANDARD EPF.2i

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

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

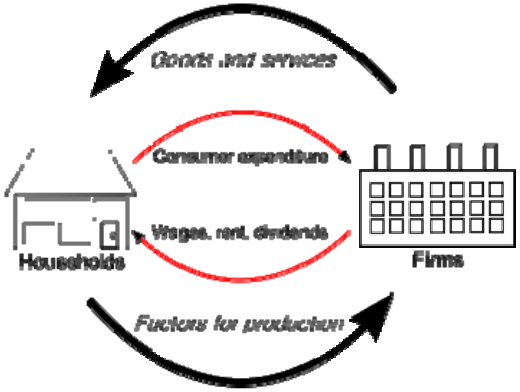
STANDARD EPF.2i (continued)

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

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

STANDARD EPF.2j

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

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

STANDARD EPF.2j (continued)

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

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

STANDARD EPF.3a

The student will demonstrate knowledge of the price system by
k) examining the laws of supply and demand and the determinants of each.

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

STANDARD EPF.3a (continued)

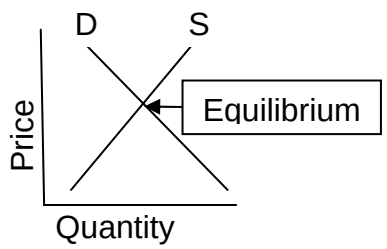
The student will demonstrate knowledge of the price system by

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

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

STANDARD EPF.3b

The student will demonstrate knowledge of the price system by
l) explaining how the interaction of supply and demand determines equilibrium price.

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

STANDARD EPF.3b (continued)

The student will demonstrate knowledge of the price system by

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

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

STANDARD EPF.3c

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

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

STANDARD EPF.3d

The student will demonstrate knowledge of the price system by
n) examining the purposes and implications of price ceilings and price floors.

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

STANDARD EPF.4a

The student will demonstrate knowledge that many factors affect income by

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

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

STANDARD EPF.4b

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

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

STANDARD EPF.4c

The student will demonstrate knowledge that many factors affect income by

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

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

STANDARD EPF.4d

The student will demonstrate knowledge that many factors affect income by
d) **describing how changes in supply and demand for goods and services affect income.**

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

STANDARD EPF.5a

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

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

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

STANDARD EPF.5b

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

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

STANDARD EPF.5b (continued)

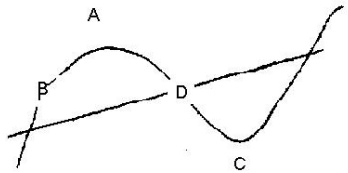
The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by

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

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

STANDARD EPF.5c

The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth, by
c) **describing the fluctuations of the business cycle.**

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

STANDARD EPF.5d

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

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

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

STANDARD EPF.6a

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

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

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

STANDARD EPF.6b

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

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

STANDARD EPF.7a

The student will demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices by
a) **describing the purpose, structure, and function of the Federal Reserve System.**

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

STANDARD EPF.7b

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

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

STANDARD EPF.7c

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

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

STANDARD EPF.7d

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

d) **explaining balanced budget, deficit, and national debt.**

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

STANDARD EPF.8a

The student will demonstrate knowledge of the role of government in a market economy by
a) **identifying goods and services provided by government to benefit society.**

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

STANDARD EPF.8b

The student will demonstrate knowledge of the role of government in a market economy by
b) **identifying the role the government plays in providing a legal structure to protect property rights and enforce contracts.**

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

STANDARD EPF.8c

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

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

STANDARD EPF.8d

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

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

STANDARD EPF.8e

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

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

STANDARD EPF.9a

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

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

STANDARD EPF.9b

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

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

STANDARD EPF.9c

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

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

STANDARD EPF.9d

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

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

STANDARD EPF.9e

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

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

STANDARD EPF.9f

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

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

STANDARD EPF.9g

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

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

STANDARD EPF.10a

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

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

STANDARD EPF.10b

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The value of a worker's skills and knowledge in the marketplace is impacted by supply and demand. The prices for goods and services in the marketplace is determined by supply and demand.	How ~~are~~ is the value of a worker's skills and knowledge ~~of workers impacted~~ affected by supply and demand? How are prices for goods and services determined by supply and demand?	Workers who invest in their own human capital generally become more productive. Productive workers lower the cost of production, thus employers seek to hire the more productive workers. Workers with more knowledge and skill generally earn more than unskilled workers. The demand for workers is derived from the demand for the goods and services they make. When demand for a good or service falls, demand for the workers who produce the good or service falls; when demand for a good or service rises, demand for workers does too. An increase in the supply of workers with a specific skill tends to decrease their wages, while a limited supply of such workers tends to increase wages. According to the law of demand, people buy more at lower prices and less at higher prices. All else being equal, prices rise with an increase in demand and fall when demand decreases. Demand is affected by non-price factors such as changes in the number of consumers, consumer income, taste, expectations, and the price of related goods (i.e., complements and substitutes). Prices fall with an increase in supply and rise with a decrease in supply. Supply is affected by changes in the number of suppliers, cost of production, technology, expectations, government policies, and catastrophic events (e.g., hurricanes, wars).	Interpret charts and graphs (supply-and-demand curves).

STANDARD EPF.10c

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

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

STANDARD EPF.10d

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

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

STANDARD EPF.10e

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

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

STANDARD EPF.10f

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

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

STANDARD EPF.10g

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

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

STANDARD EPF.10h

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

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

STANDARD EPF.10i

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

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

STANDARD EPF.10j

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

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

STANDARD EPF.10j (continued)

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

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

STANDARD EPF.10k

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

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

STANDARD EPF.11a

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

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

STANDARD EPF.11b

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

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

STANDARD EPF.11c

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

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

STANDARD EPF.11d

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

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

STANDARD EPF.11e

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

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

STANDARD EPF.11f

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

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

STANDARD EPF.12a

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

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

STANDARD EPF.12b

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

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

STANDARD EPF.12c

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are costs associated with personal banking.	What are the benefits of the services provided by financial institutions? What are the costs of the services? What are the costs of being unbanked?	Benefits of services provided by financial institutions include • check cashing • interest earned • debit cards • ease of bill paying • online account management • direct deposit • automated teller machine (ATM) • improved access to loans. Costs for services provided by financial institutions include interest on loans and fees, such as • ATM fees • late fees • minimum balance fees • returned check fees. Consumers who are unbanked may have difficulty • establishing credit • cashing checks without paying a service fee • mailing bill payments • acquiring loans • receiving direct deposit income • keeping income safe.	

STANDARD EPF.12d

The student will demonstrate the knowledge of banking transactions by
d) differentiating among types of electronic monetary transactions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are several types of electronic monetary transactions.	What are some examples of electronic monetary transactions?	Types of electronic monetary transactions include • direct deposit • remote deposits • check cards and debit cards • automated teller machine (ATM) banking • online banking and bill paying • online investments • wiring of funds. The Automated Clearing House (ACH) is the system used to process electronic monetary transactions. The Check Clearing for the 21st Century Act, or Check 21, makes check processing easier and less expensive for financial institutions by creating substitute checks that can be exchanged electronically.	

STANDARD EPF.12e

The student will demonstrate knowledge of banking transactions by
e) preparing all forms necessary for opening and maintaining a checking and a savings account.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The process of opening a checking account or savings account involves several steps.	What are the steps to open and maintain a checking or savings account?	Opening and maintaining a checking or savings account involves • completing an application • completing a signature card • presenting approved identification document • writing/maintaining checks, stubs, and check register • endorsing checks • completing deposit and withdrawal documents.	

STANDARD EPF.12f

The student will demonstrate the knowledge of banking transactions by
f) reconciling bank statements.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Reconciling bank statements is an important step in financial planning.	What is the procedure for reconciling bank statements?	Reconciliation is the process of bringing the checkbook register into agreement with the bank statement. This may be done electronically or manually.	

STANDARD EPF.12g

The student will demonstrate the knowledge of banking transactions by
g) comparing costs and benefits of online and traditional banking.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are costs and benefits to both online and traditional banking.	What are the costs and benefits of traditional banking? What are the costs and benefits of online banking?	Benefits of traditional banking may include • comfort of the familiar • confidence about privacy and security • availability of expert advice and customer service. Costs of traditional banking may include • limited access • more paper to file • possible account fees. Benefits of online banking may include • convenience • 24-7 availability • ease of updating transaction records. Costs may include • time to learn system • concern about privacy and security • reduced relationship with bank • possible account fees.	

STANDARD EPF.12h

The student will demonstrate the knowledge of banking transactions by
h) explaining how certain historical events have influenced the banking system and other financial institutions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A series of historical events led to today's banking system in the United States.	What have been the significant developments on the path from the 1700s to today's banking system in the United States?	**18th and 19th centuries** • The Industrial Revolution brought an economic shift in the United States from bartering and trading to exchange of currency for goods and services; individuals moved from being self-supporting to working for others; increased use of money allowed for purchases and the initiation of consumer credit, as well as seasonal bank loans for farmers; the period also saw high bank interest rates. • 1791 — First Bank of the United States established • 1816 — Second Bank of the United States established **20th century** • Transition from an agricultural economy to an industrial economy and an expansion of purchasing power and credit • World War I — War debt incurred by United States • Panic of 1907 • 1913 — Federal Reserve System established • 1920s — Stronger credit • 1920–1980 — Credit made available to most Americans • 1929 — Stock Market Crash • 1930s — Great Depression; decade of consumer distrust of credit and investment • 1940s–1960s — Stable inflation rates; low interest rates • 1970s — Rapid economic growth; overuse of credit; high inflation rate; consumer credit protection legislation; birth of credit counseling • 1990s — Credit as a major marketing tool across industries; major stock market gains; longest peace time expansion	

STANDARD EPF.12h (continued)

The student will demonstrate the knowledge of banking transactions by
h) explaining how certain historical events have influenced the banking system and other financial institutions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		21st century • September 11, 2001 — Terrorist attacks on the World Trade Center, the Pentagon, and Pennsylvania led to major stock market losses. Threats of further terrorism continue to influence the financial markets. • The latter part of the first decade was marked by a significant economic recession that resulted in failed banks, foreclosures, and high unemployment.	

STANDARD EPF.13a

The student will demonstrate the knowledge of credit and loan functions by
a) evaluating the various methods of financing a purchase.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are various methods of financing a purchase. A decision-making model can help determine which is best in a given case.	What are some of the methods for financing a purchase? What are some of the sources of financing? How would a decision model help decide which method is best in a given case? What is the opportunity cost of credit?	Some methods of financing a purchase are • installment plan • layaway • secured and unsecured loans. Some sources of financing are • retail stores • banks and credit unions • finance companies • pawn shops • payday loans • title loans • private lenders. Some types of credit are • open-end credit • closed-end credit • service credit • revolving credit • secured loans • unsecured loans. To use a decision model to determine which type of financing would be best, first establish the criteria. The opportunity cost of using credit is the resulting decrease in future purchasing power; the individual will have less money to spend in the future as some of it will go toward repaying the loan or paying a credit card bill.	

STANDARD EPF.13b

The student will demonstrate the knowledge of credit and loan functions by
b) analyzing credit card features and their impact on personal financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Credit cards have many possible features. A decision model can help select the appropriate card for the consumer.	What are some of the features of credit cards? How can a decision model be used to select a credit card? What are the costs and benefits of credit cards? How can credit cards impact personal financial planning?	Consumers should consider the impact on personal financial planning of credit card features, such as • annual percentage rate (APR) • annual fees • compound interest • penalty charges • credit line • promotional incentives • account disclosure statement • minimum payments. To use a decision model in selecting a credit card, the consumer needs to decide what features are most important in order to establish criteria. The benefits of using credit cards include • float (deferred payment) • convenience • capability to conduct online transactions • rewards • purchase protection • fraud protection • payment over time • establishing credit. The costs of using credit cards include • interest • fees (e.g., late, annual, over-the-limit) • risk of identity theft • risk of borrowing beyond the ability to repay • length of time to pay off the balance when paying only the minimum payment.	

STANDARD EPF.13c

The student will demonstrate the knowledge of credit and loan functions by
c) identifying qualifications needed to obtain credit.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Character, capacity, capital, conditions, and collateral are factors that determine creditworthiness.	In terms of credit, what do character, capacity, capital, conditions, and collateral mean, and how are they measured?	Character refers to a borrower's history of paying obligations. Capacity refers to one's ability to repay and is usually measured by current income and level of outstanding debt. Capital refers to savings and other assets one can use to repay. Conditions refer to other circumstances that may impact the ability to obtain credit (e.g., economic conditions). Collateral refers to assets the borrower has that could be taken by the lender if the borrower fails to repay.	

STANDARD EPF.13d

The student will demonstrate the knowledge of credit and loan functions by
d) identifying basic provisions of credit and loan laws.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are laws related to credit and loan practices.	What are some of the laws that affect credit and loans?	**Some laws that affect credit and loans** • Fair Credit Reporting Act — regulates consumer reporting agencies and the use of consumer credit information • Fair Credit Billing Act — protects consumers against inaccurate and unfair credit billing and credit card practices and provides consumers with a mechanism for addressing billing errors • Equal Credit Opportunity Act — prohibits creditors from discriminating against a credit applicant on the basis of race, color, religion, national origin, sex, marital status, or age or because the applicant receives public assistance • Fair Debt Collection Practices Act — prevents abusive and deceptive practices by debt collectors • Credit Card Accountability, Responsibility, and Disclosure (CARD) Act — bans unfair rate increases and unfair fees, requires that credit card contract terms be presented to consumers in clear language, and ensures accountability from credit card issuers and regulators	

STANDARD EPF.13e

The student will demonstrate the knowledge of credit and loan functions by
e) comparing terms and conditions of various sources of consumer credit.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Borrowers should compare the terms and conditions of various sources of consumer credit.	What are terms and conditions of various sources of consumer credit?	Consumers of credit should compare • percentage rates • annual fees • transaction fees • finance charges • risk of losing assets. Consumers should consider costs and benefits of various sources, including • retailers • banks • credit unions • finance companies • risk-based lending companies (e.g., payday loan services, pawnbrokers, title loan services).	

STANDARD EPF.13f

The student will demonstrate the knowledge of credit and loan functions by
f) identifying strategies for effective debt management, including sources of assistance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Income and assets will determine how much debt a consumer can manage. When consumers take on too much debt, there are sources of assistance.	What are some strategies for effective debt management? What are the signs that one is getting into credit trouble? What consumer laws protect people with credit problems? Where may one go for assistance with credit troubles?	Some strategies for effective debt management include • maintaining accurate financial records • making payments on time to avoid penalties and other debt problems (e.g., liens, foreclosures, garnishment, repossessions, evictions) • using early payoffs, if advantageous • ensuring against identity theft. Signs that a consumer is getting into credit trouble include • inability to pay bills • making only the minimum payment • using one credit card to pay other credit card balances • receiving collection agency calls. When considering sources of assistance for debt management, individuals should • distinguish between discrimination and legitimate credit denial • ensure the right to appeal a credit denial • apply knowledge of laws' protection of consumers who have credit problems • review the ramifications of bankruptcy • check telephone directories and Internet sites for credit counseling services and commercial debt-adjustment firms that can help clients address credit problems, manage debt, and rebuild credit • evaluate sources for reliability and effectiveness.	

STANDARD EPF.13g

The student will demonstrate the knowledge of credit and loan functions by
g) explaining the need for a good credit rating.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are benefits to a good credit rating. There are costs to a poor credit rating.	Who calculates and reports credit ratings? How is one's credit rating measured? How can a good credit rating be established? What are some of the consequences of a poor credit rating? How can one correct an error on one's credit report?	Credit reporting agencies have established formulas to produce credit scores for each borrower. Credit ratings are based on information in a person's credit record, including income, payment history, employment record, and other personal factors. Making payments (e.g., bills, rent) on time helps an individual establish and maintain good credit. Good credit scores may enhance one's ability to borrow and the interest rate charged. Credit scores may also help decrease one's insurance rates and improve employment options. Poor credit can adversely affect one's ability to get a job, rent an apartment, obtain a car loan, obtain security clearance — and may even bring an increase in car insurance. Individuals should access their own credit reports before applying for credit or when denied credit. To correct errors in one's credit report, an individual should tell the consumer reporting company, in writing and with supporting documents, what information is inaccurate. The consumer reporting company then must investigate the issue and correct the error.	Describe the way credit is rated (i.e., point system) and the contents of credit report. Describe steps for detecting and correcting errors in one's credit report.

STANDARD EPF.13h

The student will demonstrate the knowledge of credit and loan functions by
h) comparing the costs and conditions of secured and unsecured loans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Secured and unsecured loans should be analyzed with regard to the costs and conditions of the loans.	What are some of the costs and conditions to consider with secured and unsecured loans?	A secured loan is one in which the borrower risks loss of an asset (e.g., automobile, house) if unable to repay. An unsecured loan is made without the borrower offering any assets and is based on the borrower's credit rating alone. Some costs and conditions to consider with secured and unsecured loans include • annual percentage rates • finance charges • monthly payments • annual fees • transaction fees • length of time to repay the loan • total amount required to pay off the loan • loss incurred should the loan not be repaid on time.	

STANDARD EPF.13i

The student will demonstrate the knowledge of credit and loan functions by
i) comparing the types of voluntary and involuntary bankruptcy and the implications of each.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are many causes for bankruptcy and many consequences.	What are the most common types of bankruptcy? What are the most common causes for bankruptcy? What effect does bankruptcy have on one's financial future? Is legal advice needed for bankruptcy?	The two most common types of bankruptcy for individuals are chapter 7 bankruptcy and chapter 13 bankruptcy. Chapter 7 is the chapter of the U.S. Bankruptcy Code providing for "liquidation" (i.e., the sale of a debtor's nonexempt property and the distribution of the proceeds to creditors.) Chapter 13 is the chapter of the U.S. Bankruptcy Code providing for adjustment of debts of an individual with regular income. (Chapter 13 allows a debtor to keep property and pay debts over time, usually three to five years.) In most cases, an individual files for bankruptcy voluntarily. However, creditors can force debtors into involuntary bankruptcy. The most common causes of bankruptcy are • illness or injury • failure to plan and budget • small business failure • job loss • impulse, emotional spending • economic downturn. Bankruptcy generally affects one's ability to obtain credit for a period of time and may affect employment. An attorney should be consulted for legal advice on when and how to file for bankruptcy.	

STANDARD EPF.14a

The student will demonstrate knowledge of the role of insurance in risk management by
a) evaluating insurance as a risk management strategy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Insurance can reduce financial risk. There are pros and cons of insurance as a risk management strategy in financial planning.	Why do people buy insurance?	Insurance provides protection from loss due to unforeseen or unavoidable events or circumstances (e.g., illness, death, fire, theft, liability, act of nature, automobile accident).	

STANDARD EPF.14b

The student will demonstrate knowledge of the role of insurance in risk management by

b) distinguishing among the types, costs, and benefits of insurance coverage, including automobile, life, property, health, and professional liability.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are many types of insurance, including automobile, life, property, health, and professional liability. Individuals have many choices to make in selecting insurance.	What are some of the topics to understand about automobile insurance? What are some of the topics to understand about life insurance? What are some of the topics to understand about property insurance? What are some of the topics to understand about health insurance? What are the topics to understand about professional liability insurance?	Important topics to understand about automobile insurance include • deductible • collision • comprehensive • liability • personal injury protection • no fault • uninsured/underinsured motorist • assigned risk. Types of life insurance include • temporary insurance (term, decreasing term, level term, and credit life) • permanent insurance (straight life, limited pay, universal, and variable). Some concepts to understand about property insurance: • Its purpose is to protect a person from losses due to damage, theft, and liability. • It includes basic coverage, broad form, special form, renter, comprehensive, and condominium owner. • There are disadvantages of under-insuring and over-insuring. • The insured must pay a deductible toward a loss before the insurance company contributes. Policies with lower deductibles have higher premiums, and vice versa.	Weigh costs and benefits of adding additional coverage. Use decision model to compare policies offered by different companies.

STANDARD EPF.14b (continued)

The student will demonstrate knowledge of the role of insurance in risk management by

b) distinguishing among the types, costs, and benefits of insurance coverage, including automobile, life, property, health, and professional liability.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		• Insurance floaters cover items not covered by standard insurance policies, such as art collections or jewelry. • Endorsements can be written to change a policy's coverage. Some concepts to understand about health insurance: • Basic health insurance covers doctor visits, routine service, and hospital and surgical expenses. • Major medical insurance insures a person from large and catastrophic expenses resulting from illness or injury. • Dental and vision care insurance are generally sold separately from basic insurance coverage. • Disability insurance offers workers protection in case of job-related injury. • There are both advantages and disadvantages of managed and unmanaged health insurance plans. • Co-pays (i.e., payment by the insured for medical services) are a requirement of most health insurance plans. Professional liability insurance is often purchased by attorneys, health care providers, and educators to protect against malpractice and other litigation. Umbrella liability insurance provides additional protection should other policies not be sufficient.	

STANDARD EPF.14c

The student will demonstrate knowledge of the role of insurance in risk management by
c) explaining the roles of insurance in financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Insurance can play an important role in financial planning.	What roles can insurance play in financial planning?	Insurance can play the following roles in financial planning: • Protection against risk of financial loss • Assistance for individuals and families preparing financially for risks such as disability, unemployment, long-term care, and death • Provision for retirement income • Accumulation of savings (for family expenses) • Provision of cash value that can be borrowed. It is important to make periodic reviews of insurance coverage.	

STANDARD EPF.15a

The student will demonstrate knowledge of income earning and reporting by
a) examining how personal choices about education, training, skill development, and careers impact earnings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Personal choices about investment in oneself as human capital through education, training, and skill development impact earnings.	What is human capital? How can individuals invest in their own human capital? How does human capital affect income?	Human capital refers to the knowledge and skills a person possesses. People invest in their own human capital when they gain knowledge and skills through education, training, and experience. People with more education and skills tend to earn higher incomes than uneducated and unskilled workers.	Research potential careers to determine required knowledge, skills, and starting salaries.

STANDARD EPF.15b

The student will demonstrate knowledge of income earning and reporting by
b) differentiating among sources of income.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People can receive income from a variety of sources.	What are some of the ways to earn income?	Income can be earned or unearned. Earned income includes • salary • hourly wages • overtime • tips • commissions • bonuses • piece rate. Unearned income includes • interest • return on investment • inheritance • gifts.	

STANDARD EPF.15c

The student will demonstrate knowledge of income earning and reporting by
c) calculating net pay.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Net pay is what remains after voluntary and required deductions are subtracted from gross pay.	What is gross pay? What is net pay? What are common deductions from gross pay that affect net pay?	Gross pay is total money earned before deductions. Some deductions are required; some may be voluntary. Net pay results when deductions such as the following are subtracted from gross pay: • Federal Insurance Contributions Act (FICA) contributions • State and federal taxes • Insurance • Savings • Retirement • Medical reimbursement (pre-tax deduction) • Child care reimbursement (pre-tax deduction).	

STANDARD EPF.15d

The student will demonstrate knowledge of income earning and reporting by
d) investigating employee benefits and incentives.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Employees may have a variety of benefits and incentives to consider.	What are employee benefits? What are employee incentives? What are some of the benefits and incentives that some employees may be offered?	Benefits are part of an employee's compensation, over and above wages or salary. They add to the financial value of a job and may include • matching contributions to tax-sheltered annuities, such as 401(k) and 403(b) retirement savings plans • saving plans • parking • health insurance plans (medical, dental) • child care • elder care • paid vacation • paid sick days • profit sharing. Incentives are offered as motivation for employees to perform well and may include • bonuses • profit sharing • free travel or merchandise.	

STANDARD EPF.15e

The student will demonstrate knowledge of income earning and reporting by
e) completing a standard W-4 form.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The information a worker provides on the W-4 form impacts federal tax deductions and personal income.	Why is it important for the W-4 form to be completed accurately?	The information provided on the W-4 form determines how much is withheld from one's gross pay.	Complete a sample W-4 form.

STANDARD EPF.16a

The student will demonstrate knowledge of taxes by
a) describing the types and purposes of local, state, and federal taxes and the way each is levied and used.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Governments pay for the goods and services they use or provide mostly by taxing or borrowing from people.	What types of goods and services does the federal government provide, and what are the sources of its revenue? What types of goods and services do state governments provide, and what are the sources of their revenue? What types of goods and services do local governments provide, and what are the sources of their revenue?	The federal government provides goods and services from military defense and the interstate highway system to the administration of domestic programs and agencies. Most federal tax revenue comes from personal income taxes and payroll taxes. Most state and local government revenue comes from sales taxes, grants from the federal government, personal income taxes, and property taxes. The bulk of state and local government revenue is spent for education, public welfare, road construction and repair, and public safety. Types of taxes: • Income • FICA • Flat • Inheritance • Personal property • Progressive • Proportional • Real estate • Regressive • Sales • Social Security.	

STANDARD EPF.16b

The student will demonstrate knowledge of taxes by
b) exploring how tax structures affect consumers, producers, and business owners differently.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The rate of tax paid by consumers, producers, and business owners depends on the tax structure.	What are the different tax structures? How does each tax structure affect consumers, producers, and business owners?	Tax structures may be progressive, regressive, or proportional. A progressive tax system is one in which the tax rate rises as a taxpayer's income rises. Income tax is a progressive tax. A proportional tax is one in which the same tax rate is paid by people at all income levels. Property tax is a proportional tax. Taxes are regressive when taxpayers who earn lower incomes pay a higher percentage of their income than those who earn higher incomes. Sales tax is a regressive tax.	

STANDARD EPF.16c

The student will demonstrate knowledge of taxes by
c) computing local taxes on products and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Localities can add taxes to sales taxes levied by the state.	What is sales tax? Why might sales tax vary from one locality to another?	Sales taxes are collected on the sale of most goods and services. A base sales tax may be established by a state, and a locality may add additional sales taxes (e.g., meals tax).	Calculate sales tax.

STANDARD EPF.16d

The student will demonstrate knowledge of taxes by
d) examining potential tax deductions and credits on a tax return.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Tax deductions and tax credits can reduce tax liability.	What is the difference between a tax deduction and a tax credit?	A tax deduction is a reduction in one's taxable income. Some examples of tax deductions include • local taxes paid • student loans • charitable contributions • interest paid on home mortgage. A tax credit is a reduction of the tax itself. Tax credits may result from the purchase of, for example, energy-saving vehicles and appliances.	

STANDARD EPF.16e

The student will demonstrate knowledge of taxes by
e) explaining the content and purpose of a standard W-2 form.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A Wage and Tax Statement, commonly known as a W-2 form, provides information for completing state and federal tax forms.	What is a W-2 form?	The W-2 form is issued by employers and is an end-of-year summary of one's gross taxable income and withholdings. It is required by the Internal Revenue Service and included when individuals file their income tax returns.	

STANDARD EPF.16f

The student will demonstrate knowledge of taxes by
f) explaining the similarities and differences between state and federal taxation of inheritances.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Estate planning is an important part of financial planning. There are similarities and differences between state and federal taxation of inheritances.	What are some methods of estate planning? What are some of the questions answered by estate planning? What is the difference between an estate tax and an inheritance tax?	Estate planning involves decisions regarding wills, trusts, and joint tenancy and seeks to accomplish the following: • To state how a person wants his or her estate distributed after death • To appoint the person who should distribute the estate • To record other information, such as one's wishes regarding care of minor children • To avoid probate, or to reduce taxes or other costs. Current state and federal taxes must be considered when planning an estate (e.g., estate taxes, inheritance taxes, death taxes, gift taxes, federal/state income taxes) and any deductions and exemptions that apply to such taxes. Estates exceeding the exempt amount are taxed by the federal government. The tax applies to the decedent's gross estate, with a large portion of the estate exempted by a tax credit. Inheritance tax is levied on gifts and bequests received by a taxpayer. Currently there is no federal inheritance tax in the United States, but several states have inheritance taxes. Taxes vary based on the property inherited and the relationship of the inheritor to the decedent.	

STANDARD EPF.17a

The student will demonstrate knowledge of personal financial planning by
a) identifying short-term and long-term personal financial goals.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Financial planning calls for both short-term and long-term goals.	What is a short-term financial goal? What is a long-term financial goal?	A short-term financial goal is to have funds to buy things that require money above what is normally allowed by a budget (e.g., emergencies, vacations, social events, automobile and home repairs, gifts). A long-term financial goal anticipates major purchases that require extensive saving (e.g., home ownership, education, retirement, investments).	

STANDARD EPF.17b

The student will demonstrate knowledge of personal financial planning by
b) identifying anticipated and unanticipated income and expenses.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Some sources of income are anticipated, while others are unanticipated. Some expenses are anticipated, while others are unanticipated.	What are some examples of anticipated income? What are some examples of unanticipated income? What are some expenses that are anticipated? What are some expenses that might be unanticipated?	Examples of anticipated income: • Salary • Allowance • Wages • Educational grants or scholarships Examples of unanticipated income: • Gifts • Bonuses • Inheritances Examples of anticipated expenses: • Fixed costs, which remain the same each month (e.g., rent, house payment, automobile loan payment) • Variable costs (e.g., video rentals, restaurant meals, sports activities) Examples of possible unanticipated expenses: • Car repairs • Medical bills • Losses from natural disaster or theft	

STANDARD EPF.17c

The student will demonstrate knowledge of personal financial planning by
c) examining components and purposes of a personal net worth statement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A net worth statement shows one's financial position.	What is a net worth statement? How is net worth calculated? What are the purposes of a net worth statement? What is a personal inventory?	An individual's net worth statement provides the total value of a person's financial holdings. Net worth is calculated by deducting liabilities (e.g., debts) from assets (e.g., property). Examples of assets include checking and savings account balances, car value, and personal property value. Examples of liabilities include balances on car loans, bank loans, mortgage loans, and credit cards. A net worth statement is useful as an analytical tool for individuals and provides valuable insight to creditors, investors, lenders, and financial advisors. A personal inventory is a list of all of one's personal property. This is useful in cases of fire, theft, and property damage. This inventory can be supplemented with photographs. It is important to keep the record in a safe place away from the primary residence.	

STANDARD EPF.17d

The student will demonstrate knowledge of personal financial planning by
d) developing a personal budget.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A budget is an important tool for managing one's money to achieve short- and long-term goals.	What does a budget include?	Developing a budget includes the following: • Writing a statement of long-term and short-term goals • Presenting a plan for managing one's money over a short-term period • Outlining a long-term plan for managing money. A budget should allow for discretionary income (i.e., that which is available after paying for the essentials — food, clothing, shelter) and take into account the impact of inflation. <u>A budget should also include funds set aside to use in the event of an emergency.</u>	Prepare a personal budget.

STANDARD EPF.17e

The student will demonstrate knowledge of personal financial planning by
e) investigating the effects of government actions and economic conditions on personal financial planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Government actions, such as changes in taxes, affect personal financial planning. Economic conditions affect personal financial planning.	How can government actions affect one's financial planning? How can economic conditions affect one's financial planning?	Government tax policies, including what expenses are tax-deductible, influence financial planning. These tax policies may shift over time. Monetary and fiscal policy actions can affect personal financial planning. Economic conditions such as inflation and deflation affect financial planning. Planning should anticipate the possibility of inflation or deflation in the future by including safeguards against both.	

STANDARD EPF.17f

The student will demonstrate knowledge of personal financial planning by
f) explaining how economics influences a personal financial plan.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Economic understanding and economic conditions affect a personal financial plan.	How can an understanding of economics concepts affect a personal financial plan? How can economic conditions affect a personal financial plan?	Key economics principles that influence personal financial planning include the following: • People must make choices due to scarcity. • Every choice incurs an opportunity cost. • All choices have consequences. • Secondary effects of choices are important. • Decisions are made based on marginal analysis. Applying these key principles to financial planning means the following: • A budget details how one plans to use limited income to satisfy wants. • There is a tradeoff between spending now and saving. • People make decisions about which financial products to consume based on several factors, including expected return and the associated risk of the product. • Financial plans and financial products should take into account the goals of the individuals. Changing economic conditions can influence a personal financial plan in the following ways: • Inflation can negatively impact savings by eroding the purchasing power of savings over time. • Unemployment can affect financial plans by making it more difficult for individuals to budget, save, and meet financial obligations. • Deflation can reduce the value of assets one might own. • Slow economic growth can lead to a rise in unemployment rates. Fiscal policy actions can affect an individual's current and future income. For example, actions of the Federal Reserve System affect interest rates and the availability of credit; thus it is important to be aware of what the Fed is doing and to understand what it means to one's financial assets.	

STANDARD EPF.18a

The student will demonstrate knowledge of investment and savings planning by
a) comparing the impact of simple interest vs. compound interest on savings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
To maximize the return on savings, consumers must compare methods of interest calculation and payment. To analyze investment strategies, it is necessary to compare simple and compound interest, use the rule of 72, and understand the time value of money.	What is principal, and what is interest? What is the difference between simple and compound interest? How is the rule of 72 used? What is the time value of money?	Principal is the original capital deposited or invested, while interest is the amount earned on the principal over time. Simple interest is paid annually on the principal. Compound interest is paid periodically and is paid on the principal plus interest earned. The rule of 72 reveals how long it takes for an investment to double in value: • 72 ÷ interest rate = number of years it will take for the money to double. The value of money today is greater than the value of the same amount of money in the future. The time value of money is the amount of money one would need to receive today to equal a certain sum in the future. For example, a lottery winner who wins $1 million has a choice of (1) receiving a certain amount of money every year until the total is $1 million or (2) receiving a sum today (present value), which when invested at current interest rates would yield $1 million (future value) over the same period of time.	

STANDARD EPF.18b

The student will demonstrate knowledge of investment and savings planning by
b) comparing and contrasting investment and savings options.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Consumers have many savings and investment options.	What are some savings options? What are some investment options? How do these options compare based on factors such as risk, reward, convenience, and liquidity?	Savings options include • savings accounts • certificates of deposit • money market funds. Some investment options include • stocks • bonds • government savings bonds • treasury securities • mutual funds • real estate • retirement plans. Factors used to compare savings and/or investment options include • risk • reward • convenience • liquidity.	Use a decision model to compare options based on criteria such as risk, reward, convenience, and liquidity.

STANDARD EPF.18c

The student will demonstrate knowledge of investment and savings planning by
c) explaining costs and income sources for investments.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Money for investment can come from a variety of sources. Each type of investment has costs to consider.	What are some income sources for investment? What are some of the costs to consider when investing?	Sources of income funds for investing include • savings • gifts • inheritances • market gains. Costs to consider when investing include • finance charges and fees • opportunity costs. Risks to consider when investing include • market losses • interest rate risk.	

STANDARD EPF.18d

The student will demonstrate knowledge of investment and savings planning by
d) examining the fundamental workings of Social Security and the system's effects on retirement planning.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
For many individuals, Social Security is their only retirement plan. The amount one receives depends on several factors. Social Security has several types of benefits.	What is the purpose of Social Security? What determines how much one receives in benefits? What are the types of benefits provided through the Social Security system? What are some of the concerns about Social Security when planning for retirement?	Social Security was designed as a safety net to provide income to older people when they could no longer work. Social Security benefits are determined by the amount an individual has contributed to the system and the individual's age when claiming benefits. Social Security benefits include disability and survivor benefits, as well as retirement income. For retirement planning, Social Security payments are likely to be less than income has been. Most retirees will need to supplement through savings, investments, continued employment, or adjusted lifestyle.	

STANDARD EPF.18e

The student will demonstrate knowledge of investment and savings planning by
e) contrasting alternative retirement plans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
There are many types of retirement plans. There are costs and benefits to each.	What types of retirement plans are currently available? What are the costs and benefits of each?	Some retirement plans currently available include • Individual Retirement Account (IRA) • tax-sheltered annuity (TSA) • Keogh plan • annuity • employer retirement plan • public pension plan. Evaluating retirement plans requires knowledge of the costs and benefits of each type. For example, one cost of an IRA is the severe early-withdrawal fee, which is countered by the benefit of contributions reducing taxable income.	Weigh the costs and benefits of each type of retirement plan.

STANDARD EPF.18f

The student will demonstrate knowledge of investment and savings planning by
f) describing how the stock market works.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The stock market provides an opportunity for firms to raise funds to grow and provides stockholders an opportunity to make gains when those companies are profitable. Stockholders can also lose the money they have invested.	How does the stock market work?	Companies that wish to raise funds for growth can borrow money or sell shares (stock) of their company. To issue stock, firms generally go to investment banks that put together a prospectus with information for potential investors, help determine the market price of the offering, and issue the stocks in the primary market, where they are purchased. This provides businesses with funds to finance growth. A stock exchange where buyers sell their shares is called the secondary market. Trades here are conducted between buyers; none of the money goes to the company. In the secondary market, for every buyer there must be a seller. If there is no buyer or seller, a "specialist" at the stock exchange is required to "make a market." Buyers and sellers may work through a local broker who works through a floor broker at the stock exchange, or they may place orders for trades online. In either case, a commission is charged to pay the costs of the brokerage firms and the stock exchange. When companies make profits, they may keep the profits to help them grow or they may share the profits with shareholders in the form of dividends. Shareholders can make money through dividends or through capital gains. A capital gain occurs when one sells a share for more than one paid for it.	Follow stock prices. Participate in an investment simulation.

STANDARD EPF.18f (continued)

The student will demonstrate knowledge of investment and savings planning by
f) describing how the stock market works.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Stock prices are determined by supply and demand based on investor expectations. If a company is expected to be profitable in the future, demand for its shares rises and the price rises; when a company's future looks less-than-profitable, demand decreases and the price falls. When the overall economy is robust and growing, people become optimistic about prospects for business and the stock market goes up. Likewise, when investment interest rates fall, the stock market generally rises. When interest rates rise, the market goes down. When the overall economy is in decline, investors lose confidence and the stock market goes down.	

Board of Education Agenda Item

Item: J. **Date:** May 27, 2010

Topic: First Review of a Proposal to Allow Advanced Placement (AP) Calculus BC to Verify Two Mathematics Credits

Presenter: Mrs. Shelley L. Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

Telephone Number: 804-225-2102 **E-Mail Address:** shelley.loving-ryder@doe.virginia.gov

Origin:

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

___ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- _X_ Other: Previous Board Action

____ Action requested at this meeting _X_ Action requested at future meeting: June 24, 2010

Previous Review/Action:

____ No previous board review/action

____ Previous review/action
date: _____
action: _____

Background Information:

According to Standards of Accreditation at 8 VAC 20-131-110. Standard and verified units of credit.

> C. The Board of Education may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:
>
> 1. The test must be standardized and graded independently of the school or school division in which the test is given;
> 2. The test must be knowledge based;
> 3. The test must be administered on a multistate or international basis, or administered as part of another state's accountability

assessment program; and

4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

The Board of Education will set the score that must be achieved to earn a verified unit of credit on the additional test options.

In 2000 the Virginia Board of Education approved AP calculus as a substitute test for the end-of-course mathematics tests (Algebra I, Geometry, and Algebra II). Based on the cut scores adopted by the Board, students earning a score of 2 on AP calculus are considered to be proficient and those earning 3 or higher are considered to be advanced. Under the current policy, a score of 2 or higher on AP calculus can be used to verify one credit in mathematics.

Summary of Major Elements:

Virginia Department of Education staff have been contacted by a parent of a transfer student asking that the Board reconsider its policy of allowing AP calculus to verify only one credit in mathematics. The rationale for the change is that students who score well on the AP Calculus test have demonstrated proficiency in lower level mathematics classes as a prerequisite to Calculus. Allowing an acceptable score on AP Calculus to verify two credits will benefit transfer students who often have taken Algebra I, Geometry, and Algebra II before entering the Virginia Public Schools but who may need as many as two verified credits to be eligible for an advanced studies diploma. Fairfax County Public Schools has also indicated support for the proposal to allow AP Calculus to verify two mathematics credits as long as this policy is restricted to AP Calculus BC.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposal to allow Advanced Placement (AP) Calculus BC to verify two mathematics credits.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The proposal will be presented for final review and action at the Board of Education's June 24, 2010 meeting.

Board of Education Agenda Item

Item: K. **Date:** May 27, 2010

Topic: Report on Technical Assistance to Norfolk City Public Schools

Presenter: Mrs. Shelley L. Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

Telephone Number: 804-225-2102 **E-Mail Address:** shelley.loving-ryder@doe.virginia.gov

Origin:

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

___ Board review required by

- ____ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: Previous Board Resolution_____

____ Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date: February 25, 2010

action: Accepted report on testing irregularities in Norfolk City Public Schools

Background Information:

At its February 25, 2010, meeting the Virginia Board of Education received a report about alleged testing irregularities in Norfolk City Public Schools. As part of this report the Board was informed of an offer of technical assistance the Superintendent of Public Instruction had made to the superintendent of Norfolk City Schools regarding 1) the use of the state-developed criteria in identifying students for participation in the Virginia Grade Level Alternative (VGLA), 2) preparation of work samples for inclusion in the VGLA collections of evidence, and

3) best practices in test administration for the Standards of Learning (SOL) tests. The division superintendent accepted the Department's offer of technical assistance.

Summary of Major Elements:

A summary of the technical assistance provided to Norfolk City Public Schools by the Division of Special Education and Student Services and the Division of Student Assessment and School Improvement will be provided. A copy of the report provided to Norfolk City Public Schools may be found in Attachment A.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources:

Existing resources within the department will be used to cover the costs of additional technical assistance.

Timetable for Further Review/Action:

The Department of Education will continue to provide technical assistance regarding the appropriate implementation of the state assessment programs.

Virginia Department of Education
Report of Technical Assistance to Norfolk City Public Schools
April 28, 2010

I. BACKGROUND

During the summer and fall of 2009, staff at the Virginia Department of Education (VDOE) received reports of testing irregularities in a number of Norfolk City schools. Some of these reports were investigated by Norfolk City Public Schools (NPS) staff, and one state investigation was conducted at Lafayette-Winona Middle School by staff from the Virginia Department of Education's Division of Special Education and Student Services. As a result of testing concerns within the school division, the Superintendent of Public Instruction offered technical assistance in January 2010 to the NPS Superintendent in a) the use of the state-developed criteria in identifying students for participation in the Virginia Grade Level Alternative (VGLA), b) preparation of work samples for inclusion in the VGLA collections of evidence, and c) best practices in test administration for the Standards of Learning (SOL) tests. The division superintendent accepted the Superintendent of Public Instruction's offer of technical assistance. This report details the efforts of the VDOE to date in providing technical assistance to NPS in adopting best practices in test administration for the SOL tests.

II. METHODOLOGY

In order to identify technical assistance needs, VDOE staff sought to understand current NPS policies and procedures related to the implementation of the state assessment program. VDOE staff reviewed copies of assessment training materials used by the Norfolk Division Director of Testing (DDOT) and/or the DDOT designee (DDOT2). In addition, a list of 6 schools (3 elementary schools, 2 middle schools, and 1 high school) was provided to the DDOT with a request that NPS staff arrange for interviews with, at minimum, the School Test Coordinator (STC), an SOL Test Examiner (Examiner), a general education teacher, a special education teacher, and the building principal. A team of VDOE staff traveled to Norfolk and interviewed a total of 32 individuals from the 6 schools on March 8 and 9, 2010. The interviews were conducted by pairs of VDOE staff and each lasted for approximately 30 to 45 minutes. Also on March 8 and 9, 2010, VDOE staff interviewed the Norfolk DDOT and DDOT2. These two interviews were conducted by 3 VDOE staff and each lasted approximately 90 minutes. In all interviews, VDOE staff asked questions to gain an awareness and understanding of the policies and procedures used in Norfolk before, during, and after the administration of SOL assessments.

III. FINDINGS AND RECOMMENDATIONS

To assist the school leadership in Norfolk, the VDOE compiled the set of findings and recommendations that follow. Findings and recommendations are organized in the following sections:

- Roles and responsibilities: SOL Test Examiner and Proctor
- Roles and responsibilities: School Test Coordinator (STC)
- Roles and responsibilities: Division Director of Testing (DDOT) and DDOT 2
- Test Administration: Assessing and Accounting for All Students
- Test Administration: Testing Irregularities

Additionally, other observations by VDOE and planned changes by NPS are described, as well as suggestions for areas where continued technical assistance from the VDOE may be beneficial to the school division.

A.) Roles and Responsibilities: SOL Test Examiner and Test Proctor

A.1) Description of Current Procedures:

In the interviews with Norfolk school and central office personnel, VDOE staff identified differences in the terminology used by NPS to describe the roles and responsibilities of staff assigned to administering SOL tests in elementary schools and potentially some middle schools as compared to that used by VDOE in its test administration documents. Two titles, SOL Test Examiner and SOL Test Proctor, were referenced by NPS staff who were interviewed, but for some schools the specific responsibilities assigned to those two titles did not align with what VDOE references throughout its SOL test administration documentation and guidelines.

The VDOE refers to the individual who is responsible in the classroom for the proper administration of SOL tests as an SOL Test Examiner (Examiner). The responsibilities of an Examiner are outlined in the *SOL Examiner's Manual* and include but are not limited to a) receiving necessary test materials from the STC on the day of testing, b) maintaining the security of the test materials, c) distributing the test materials to students, d) reading the SOL test administration directions to students as written in the *Examiner's Manuals*, d) monitoring the testing process in the classroom, e) responding appropriately to student questions during the test, f) reporting test irregularities to the STC, g) returning all test materials to the STC after testing, and h) certifying, by signature after testing, that all security procedures and test administration procedures were followed as required.

Currently in some schools at NPS, the classroom teacher is referred to as the Examiner; however, the only task the NPS Examiner completes during the test administration is to read the SOL test directions to the students. The NPS Examiner then

sits quietly in the classroom, and all remaining responsibilities as outlined in the previous paragraph become the responsibility of what these NPS schools referred to as the Test Proctor (Proctor). In comparison, the VDOE considers Proctors as staff who are available during the SOL test administration to assist the Examiner with supervising and monitoring the testing process. The *SOL Examiner's Manual,* for example, recommends having a Proctor present for every 25 to 30 additional students being tested in the classroom or SOL testing site.

A.2) VDOE Recommendations:

To help avoid any confusion of roles and responsibilities and to facilitate the use of standardized testing procedures, VDOE recommends that NPS adopt the roles and responsibilities of an Examiner and a Proctor as defined by the VDOE and as used throughout all VDOE documentation (e.g., *SOL Test Implementation Manuals*, *SOL Examiner's Manuals*, *SOL Examiner's Checklists*, and various transmittal forms, affidavits, etc.). The Examiner and Proctor titles and the associated responsibilities should be communicated and implemented consistently during testing at the elementary schools, middle schools, and high schools in NPS.

B.) Roles and Responsibilities: School Test Coordinator (STC)

B.1) Description of Current Procedures:

At the school level, NPS uses the title of School Test Chair to represent the position that VDOE refers to as the School Test Coordinator (STC) throughout the SOL test administration documentation and guidelines. The difference in this case seems limited only to the title; the SOL testing responsibilities of an NPS School Test Chair closely mirror the responsibilities of what VDOE identifies as a School Test Coordinator.

The *SOL Test Implementation Manuals* and the *SOL Examiner's Manuals* each include references that describe the STC as being responsible for providing appropriate training to the school's Examiners and Proctors and for preparing the entire school staff for SOL test administrations. While in Norfolk, VDOE staff heard concerns about some school staff not attending training sessions for the SOL test administration. Some STCs offered multiple training sessions but still were unable to get the necessary staff to attend. Two days prior to SOL testing, one STC still had not received approval from the building principal to conduct SOL test administration training. VDOE was told that all school principals are directed to support their STCs, and although all the principals verbally commit to this, situations occur where the administrators do not follow through. In addition, VDOE was told of situations where school staff refused to cooperate with STCs. For example, school personnel knew if they refused to sign the state-required *School Division Personnel Test*

Security Agreement that they could use this, without issue, as their reason not to assist during SOL testing. As VDOE staff asked additional questions about these types of situations, it became clear that the level of support provided to STCs from building level administrators was not consistent in the schools throughout the division. In all schools, the support or lack of support for the work conducted by STCs originated from the building principal and was usually mirrored by assistant principals or principal designees in the school.

A related concern is the inconsistency among schools regarding the expectations and accountability for the STC position. VDOE learned that NPS STCs have full time job responsibilities, such as resource teachers or classroom teachers, and are paid a monetary stipend of $300 to $600 for their work related to the SOL testing program. The STC position may be held by an individual or shared between two people in the same school, and in some schools, the STC has many other assessment responsibilities such as completing the training, administration, scoring, and analysis of scores for the division quarterly assessments and the school's three week assessments. At the high school level in NPS, the Instructional Technology Resource Teacher (ITRT) fills the role of the STC. VDOE was told that ITRTs in the high schools are more able to blend the STC responsibilities into their daily work, but this is much more difficult for the STCs at the middle and elementary school levels. Concern was expressed about the possible elimination of the ITRT position due to budget constraints, and if this occurred, where the responsibilities for SOL testing would be absorbed.

VDOE learned the quality and timeliness of SOL test administration training provided by STCs varies significantly across the school division. Some STCs schedule multiple training opportunities in their schools well in advance of the SOL test administration. They prepare handouts and deliver presentations to staff to review important details and introduce any changes or new information about the upcoming SOL test administration. In other schools, STCs distribute the *SOL Examiner's Manual* and tell school staff they must read the material prior to the start of testing. Although the DDOT2 encourages and expects STCs to provide timely training with appropriate resources, the DDOT2 has to rely on the building principal to require that the activities occur.

The DDOT2 conducts regular monthly meetings for STCs where their attendance is expected. The meetings serve as training opportunities for the STCs where new and updated assessment information is presented and other relevant details are reviewed and reinforced. While some STCs appear to recognize the significance of attending the monthly meetings or sending a colleague to represent them if needed, other STCs will arrive late, leave early, or miss the meeting entirely. The DDOT2 has limited recourse to address this except for notifying the STC's principal and the DDOT. Based on information gathered in the interviews, the effectiveness of informing principals about their STCs lack of attendance varies. Neither the DDOT nor the DDOT2 has any authority over the STCs to

require their attendance, and there appears to be no mechanism in place within the division to require cooperation from the principals in ensuring that test procedures are followed within their schools.

B.2) VDOE Recommendations:

VDOE recommends that a more standardized approach to school level training be implemented to ensure the proper information is included and adequately presented to school staff. Consistent expectations of what constitutes a school training session need to be established and clearly communicated to STCs and building principals to reduce the degree of variability in the training provided to school staffs prior to SOL test administrations.

School principals should be required to communicate with their STCs that attendance at each monthly STC meeting is expected. If the STC is unable to attend the full meeting, he or she should communicate with the principal and they should agree on an alternate to attend the meeting.

In addition, principals should communicate to school staff that a successful testing program is a shared responsibility of all staff members. Further, principals should support the STCs in ensuring the cooperation of other school staff with testing responsibilities.

C.) Roles and Responsibilities: Division Director of Testing (DDOT) and DDOT2

C.1) Description of Current Procedures:

At the division level, the DDOT and the DDOT2 are the persons responsible for the implementation of the SOL testing program. Norfolk's assignment of responsibilities to these positions aligns with what VDOE references throughout its SOL test administration documentation and guidelines. The DDOT2 maintains regular communication with STCs via email and phone and serves as the point of contact for the schools regarding the SOL assessment program. The DDOT2 provides ongoing training for STCs through regular monthly meetings and provides additional one-on-one training to NPS staff who are newly assigned to the STC role. During the interviews with VDOE staff, school principals and STCs consistently praised the DDOT2 for her level of support, the resources she provides, and her constant willingness to help.

The DDOT and DDOT2 serve as points of contact for the VDOE regarding the state assessment program, and the DDOT2 oversees the implementation of the state assessment program by STCs at 54 school locations and with varying levels of experience and knowledge. Given the number of STCs and the geographical distance between school locations, the DDOT2 is unable to make regular on-site visits and must rely on building principals to help supervise the STCs. Also, as previously noted, the DDOT2 has no

reporting authority over STCs and relies on school principals when issues occur related to the performance or accountability of individual STCs.

Although the DDOT and DDOT2 rely on the leadership and involvement of school principals to contribute to the successful implementation of the SOL assessment program in the schools, there seems to be little interaction or sharing of information between the two groups. In interviews with VDOE staff, school principals indicated they do not receive training specific to the SOL assessment program other than what their STCs provide to the examiners and proctors within their schools. Both elementary and secondary administrators indicated that SOL assessment information is rarely, if ever, provided even at their regular principal's meetings

The DDOT and DDOT2 indicated they do not have a regularly scheduled time to meet with or train any building administrators, and they have found it challenging to be added to the agenda for either the elementary or secondary principal's meetings. There is no consistent, reliable method available to the DDOT or DDOT2 to communicate assessment information directly to building administrators.

C.2) VDOE Recommendations:

VDOE recognizes that a successful implementation of the SOL assessment program within a school division requires the support and cooperation of staff at all levels within the organization. Similar to the expectation that school administrators will support STCs at the school level, the division superintendent and other senior leadership in the school division must support the DDOT and DDOT2 in their work at the division level. VDOE recommends that the superintendent and senior leadership in the school division communicate and reinforce the expectation that successful implementation of the SOL assessment program is a shared effort throughout the division, but that ultimately, it is the responsibility of each school administrator with the support of the DDOT and DDOT2.

VDOE recommends that NPS implement a training plan for school and division level administrators where participation is mandatory and the DDOT and DDOT2 communicate and reinforce consistent testing policies, procedures, requirements, and best practices. The training and communication, regardless of the mode or format, must occur at multiple times throughout the school calendar to ensure relevant information is conveyed and reinforced at the appropriate time of year. Similar to how division and school level leaders are responsible for their instructional programs, they must also be responsible for the appropriate implementation of the assessment program in their organizations.

D.) Test Administration: Assessing and Accounting for All Students

D.1) Description of Current Procedures:

During the interviews with Norfolk school and central office personnel, VDOE staff asked questions to determine what methods NPS uses to ensure all students are properly tested according to state and federal requirements. Responses varied significantly by school. Some staff explained that attendance was taken differently on the day of testing and described what steps the staff would follow to contact the parents of absent students. In some cases, school resource officers would drive to pick up students who had missed their bus.

When students were absent on the day of testing, schools had various strategies in place for dealing with make-up test opportunities. It was not always clear how many times a student could or should be re-scheduled for a make-up test when the student was absent repeatedly. Some schools offered only one or two make-up days for tests, while other schools made repeated attempts to have students complete their make-up tests before the end of their school's test window.

VDOE staff also asked questions about how school staff ensures that the correct accommodations are provided to students with disabilities during SOL test administrations. Responses to these questions also varied by school. Some schools rely on the STC to develop lists from the Individualized Education Program (IEP) test pages. Others schools have the case managers or special education staff provide the information directly to the STC in forms of lists or spreadsheets or even copies of the IEP test pages.

When asked how their school ensured that all students were tested or appropriately accounted for, some staff required further explanation of the question. STCs understood that make-up sessions needed to be scheduled for students who were absent on the day of testing and they seemed aware that all students had to be tested and accounted for, but there seemed to be no knowledge of strategies or practices used to ensure all enrolled students had the correct number of completed tests or appropriately coded test records. It was unclear how the schools or the division verify the correct number and types of test records are submitted for processing and scoring.

D.2) VDOE Recommendations:

VDOE recommends that NPS develop and implement methods to be used consistently in all schools to ensure that all students enrolled in NPS at the time of testing are accounted for properly. VDOE further recommends that the action of accounting for all students be completed by each school and a verification of the test records occur at the division level. Training and review of the SOL testing requirements should occur so school leaders and school staff clearly understand how to test and/or account for students in various instructional scenarios. This includes but is not limited to suspended students, recently arrived Limited English Proficient students, homebound students, and students participating in alternative education programs such as the Individual Student Alternative Education Plan (ISAEP) program.

As noted above, various methods were used in the schools to ensure special education students received the appropriate accommodations during testing. VDOE recommends these methods be reviewed for efficiency as it seemed, at least in some cases, multiple lists of the same information were being developed and maintained in the schools. Lists seemed to originate appropriately from student IEPs, but a more standardized method of verifying the test accommodations to be provided at the time of testing and then whether they were appropriately provided could potentially avoid duplication of effort and save time in some schools.

E.) Test Administration: Testing Irregularities

E.1) Description of Current Procedures:

All NPS staff who were interviewed were aware of the term testing irregularity. When asked what types of situations they considered testing irregularities, some staff conveyed the specific definition as stated in the *SOL Examiner's Manual*. A number of staff provided a general description of what they thought might be a testing irregularity, while others said they were unsure or just did not know.

In general, school staff indicated the STC would be their point of contact if they had concerns about an issue related to testing or if they were unsure of what to do. Norfolk STCs commonly handle initial reports of testing irregularities such as a student getting sick during testing. The STCs responded readily during their interviews with VDOE staff that they communicate with the DDOT2 when handling testing irregularities.

A few school staff asked questions about testing irregularities at the conclusion of their interview with VDOE staff. Questions asked of VDOE included: how does VDOE handle anonymous phone calls from people reporting testing irregularities and how would a teacher's license be revoked if the teacher were involved in a testing irregularity. STCs indicated in their interviews that the recent press coverage of alleged testing irregularities in Norfolk was prompting additional questions from the staff in their schools.

NPS staff indicated they report testing irregularities using VDOE's Test Irregularity Web-based Application System (TIWAS). During interviews with the DDOT and the DDOT2, VDOE staff asked about any criteria the division uses for reporting testing irregularities to the VDOE. The DDOT2 indicated that the school division usually learns of the more significant testing irregularities from VDOE based on information that has been reported by citizens or teachers directly to VDOE staff. For all other testing irregularities, the DDOT2 communicates with the DDOT to determine what can be resolved locally versus what must be reported to VDOE. The DDOT2 stated she prefers to report all testing irregularities to VDOE that require students to be retested. She commented that she relies on TIWAS when resolving testing irregularities because the responses returned from

VDOE staff indicate the steps that must be followed and which specific form numbers the STC should use when re-administering the test to the student.

In each of their interviews, the DDOT and DDOT2 indicated there was an increased awareness and concern over the number of testing irregularities reported to VDOE by NPS when compared to other school divisions, but did not specify the source of that concern. VDOE staff assured the DDOT and DDOT2 that NPS staff were not submitting testing irregularities unnecessarily, but if over reporting did become an issue, then VDOE staff would work to address that with the school division.

VDOE asked the DDOT if she or other senior leadership in the school division, including the superintendent, were aware of a Virginia Board of Education (VBOE) document called *Protocol for the State-Directed Investigations of Testing Irregularities*[1]. The DDOT could not recall the document and was unsure if others in the division had this information. VDOE staff explained that the VBOE's protocol clearly states that while some irregularities may be resolved locally by the DDOT, most are forwarded within 24 hours to the VDOE for review and guidance. According to the protocol, all situations that involve the retesting of students, compromised testing procedures or policies, or student test record exclusions must be reported to the VDOE.

The DDOT did acknowledge, however, that after the testing irregularities at Dreamkeepers Academy where the division did not notify the state that the situation involved more serious allegations than the submission of late answer documents, it was clear the division needed to establish a system for dealing with these types of scenarios. It was not specified who made the decision not to notify VDOE that this was actually a more serious testing irregularity that involved general and special education students not being tested as required. However, the DDOT said the reason VDOE was not contacted was because the division believed it had been handled appropriately.

VDOE staff clarified that the VBOE's testing irregularity protocol and the SOL test administration manuals also reference the minimum timeframes within which testing irregularities are to be reported to VDOE. Test Examiners are directed to report any testing irregularity to the designated STC immediately, and STCs are directed to report testing irregularities to the DDOT within 24 hours of their occurrence.

The Dreamkeepers Academy testing irregularity was first reported to VDOE in June 2009 and, as noted above, was described as a submission of late answer documents. During the interview with VDOE staff, the DDOT confirmed that NPS staff obtained new information about the irregularity after the initial report to VDOE. She stated the division conducted an inquiry and summarized its findings in an August 2009 NPS memo. VDOE was not made aware of the additional information regarding this testing irregularity until February 2010 when VDOE asked NPS for additional details following a series of phone

[1] http://www.doe.virginia.gov/administrators/superintendents_memos/2008/inf118a.pdf

calls VDOE had with former Dreamkeepers Academy staff alleging the more serious testing irregularities and concerns at the school.

E.2) VDOE Recommendations:

VDOE recommends that NPS implement training, or expand an existing training, that will develop a minimum level of awareness among division level and school level NPS staff to include a) the definition of a testing irregularity, b) criteria for when a potential testing irregularity should be reported, and c) options available for reporting a potential irregularity. As noted above, the VBOE formally adopted a protocol for handling testing irregularities in spring 2008 (Informational Superintendent's Memo No. 118, May 9, 2008[2]). This document should be provided to school and division level administrators as baseline information about reporting and handling testing irregularities. NPS division leaders must set the expectation and communicate that the VBOE protocol shall be applied consistently to any alleged testing irregularities. This must include a) consistent application of the criteria established for the types of testing irregularities to be reported to the VDOE, b) adhering to the timeline presented for reporting testing irregularities (within 24 hours), and c) conducting investigations in an expeditious manner.

The VDOE recommends and strongly encourages the NPS DDOT and DDOT2, as well as other NPS division leaders, to increase the level of communication with VDOE's Division of Student Assessment and School Improvement and to utilize the resources and support available. Open communication and requests for guidance and input from VDOE, particularly when dealing with egregious, impactful testing irregularities, should be viewed as an opportunity for the school division rather than an obligation. VDOE leaders in the Division of Student Assessment and School Improvement are available during standard business hours, but also are available to DDOT and DDOT2 contacts in all school divisions when needed during evening and weekend hours to address urgent issues and provide support.

VDOE recommends that NPS develop a process for examining testing irregularities after the irregularities have been closed (as mutually agreed upon by VDOE and NPS leadership). This process should be implemented as a means to inform NPS leaders about topics such as a) why the testing irregularity occurred, b) how the testing irregularity was reported (e. g., anonymous call to the division, state, etc, and from a teacher, parent, community member, etc.), c) why that reporting method may have been used, and d) if the testing irregularity suggests any trends that may indicate policy or procedural issues that need to be addressed by the school division. One possible option would be to convene a group of trusted NPS stakeholders to periodically and confidentially review reported testing irregularities with the goal of answering the questions above.

[2] http://www.doe.virginia.gov/administrators/superintendents_memos/2008/inf118.html

VDOE strongly encourages Norfolk to review and evaluate processes currently in place to ensure that communications from VDOE to the division are distributed to the appropriate NPS division level and school level leaders. This includes but is not limited to VDOE communications such as Superintendent's Memos (formal weekly memos from Virginia's Superintendent of Public Instruction to each school division superintendent) and Testing Memos (formal periodic memos from Virginia's Assistant Superintendent of Student Assessment and School Improvement to each DDOT). A significant communication that received insufficient attention was the communication announcing the VBOE's adoption of the *Protocol for the State-Directed Investigations of Testing Irregularities.* This action by the VBOE was communicated to all Virginia school divisions by Superintendent's Memo (No. 118, May 9, 2008) and then repeated to all DDOTs by Testing Memo (No. 753, January 13, 2009).

VDOE recommends that Norfolk review any testing irregularities that were resolved locally within the last three years, such as the spring 2009 Dreamkeepers Academy testing irregularity, to determine whether any student test records that were inaccurately coded were identified and whether the associated changes were submitted to VDOE for correction. VDOE's process, the Post-Authorization to Proceed (Post-ATP) Record Change Request, is available to school divisions to request changes to test records that previously were declared final and accurate by the school division. This process is documented on the VDOE Web site[3] and requires a memo from the division superintendent requesting the specific changes.

IV. OTHER TOPICS AND OBSERVATIONS

During the timeframe of June 2009 through February 2010, VDOE staff received a number of phone calls from anonymous callers and identified callers regarding alleged testing irregularities at various NPS schools. While the allegations addressed different scenarios at different locations, most callers also expressed similar concerns about potential retribution for reporting details of SOL testing issues. VDOE staff received reports of individuals feeling intimidated by school administrators and being subjected to comments about their professionalism and integrity. Some individuals reported experiencing these issues, while others expressed fear and anticipation that they would occur. NPS staff who believed they were aware of SOL testing irregularities but were not confident in telling their building principal or STC were unsure of where they could safely share the information in a beneficial manner. Some mentioned it was only through reading the newspaper coverage that they realized contacting the VDOE's Division of Student Assessment and School Improvement was an option for reporting their concerns.

[3] www.doe.virginia.gov/testing/test_administration/authorization_proceed/post_atp_record_change_form.xls

VDOE staff received reports that, during the March 2010 administration of the SOL writing test, the principal of Oakwood Elementary School visited classrooms and expected students and teachers to participate in prayer with her prior to testing. According to various reports, individual students and one or more classroom teachers were told by the principal to stand and hold hands and were expected to contribute to the prayer. In addition, VDOE received reports that the principal had her pastor attend a faculty meeting on the first day of the pre-service week to lead a prayer session with the teachers. Teachers were to hold hands and pray together. Finally, it was reported that on Friday mornings before school, the principal's pastor holds a Bible study at the school. E-mails and fliers encouraging teachers to participate to attend were distributed in the school by the principal or with the support of the principal. Some students have also been invited and attended the Bible study.

The following excerpt from *the Guidelines Concerning Religious Activity in the Public Schools*[4] adopted by the Virginia Board of Education on June 22, 1995, addresses the roles of teachers in religious expression within the schools:

> As a general matter, neither the Free Exercise nor Free Speech clauses provide teachers an unqualified right to engage in religious expression with students at school. Because teachers play a central role in setting values for our children, they must also bear responsibility for their actions which impermissibly create a danger of establishing religion in the public schools, including misapprehension by pupils that the public schools sponsor the teacher's viewpoint. Teachers should not lead students in devotional activities during class or school-sponsored activity, or encourage students to participate with the teacher in religious activity before or after school.

As VDOE staff interviewed NPS teachers and staff as part of the technical assistance process, it seemed that some staff responded to questions about SOL testing procedures in a rather standardized manner. When asked about specific testing procedures used, some NPS staff responded to multiple questions with an answer such as, "However it is documented in the testing manual is how we did it," or "I don't remember, but if that's what the manual says, then that's what we did." VDOE staff also learned that NPS staff from one school, in advance of their interview, were provided with a set of potential questions that VDOE may ask. Appropriate responses to the potential questions were included, as well.

The NPS staff members responsible for maintaining and supplying student demographic data for the SOL test administrations were not interviewed by VDOE staff. VDOE recognizes, however, the importance of providing timely and accurate student

[4] http://www.doe.virginia.gov/boe/guidance/support/religious_activity.pdf

records. In at least 3 scenarios in the last few years of SOL test administrations, Norfolk has experienced problems with a large number of their student records being coded incorrectly. The amount of time and effort required of VDOE and contractor staff to correct the data errors has been significant in each case. While the cause of these various instances may not be the same, the reoccurrence of the problem suggests that NPS staff should consider their processes and their steps to ensure data quality throughout their student assessment and demographic data.

IV. SPRING 2010 CHANGES IN SOL PROCEDURES IMPLEMENTED BY NORFOLK

Based on communications received from the Norfolk DDOT, the following changes have been implemented or will be implemented by NPS beginning with the spring 2010 administration.

Central Office Special Education Staff Responsibilities:

- Increase monitoring of IEPs, with specific emphasis on the IEP testing page.
- Provide reports of incomplete IEP information and other concerns to the executive directors in the central office who supervise the schools where these issues exist.
- Review three data systems (Encore, Starbase, Data-Warehouse) to cross reference participation of special education students in the various assessments (VAAP, VGLA, VSEP, SOL).

Central Office Testing Staff Responsibilities:

- Develop a standardized power point presentation for School Test Coordinators to use at their schools for training.
- Require school staff to complete “sign in” sheets verifying their participation in training.
- Prepare a summary of testing irregularities by test administration as well as a final report for the superintendent and school board.
- Develop an additional Web page entitled “Testing Resource Center” that addresses state testing requirements.
- Require STCs to submit a class or school roster of students with answer documents submitted to the central office. Secure materials and answer documents will not be accepted without a roster of students. (This was in place for SOL Writing and will remain in place for Non-Writing paper/pencil tests).
- Require increased monitoring of student attendance by principal and school level staff.

- Implement a separate phone line for anonymous callers to report sensitive issues and concerns.
- Implement mandatory meetings for STCs for February, March, and April.
- Schedule test sessions for elementary schools for the first week of the testing window to allow more time for make-up sessions for students missing tests.
- Expand the use of online-SOL testing.
- Implement superintendent-mandated district "stand-down" SOL-testing training for all school principals and administrators on March 30.

V. OPPORTUNITIES FOR CONTINUED TECHNICAL ASSISTANCE

An important component of VDOE's efforts to understand the testing policies and procedures currently in place in NPS was to identify areas in which school division staff could benefit from ongoing technical assistance from the Department. As noted in Section B. Roles and Responsibilities: School Test Coordinator (STC), there is currently considerable variability in the training provided by STCs to Test Examiners and Proctors. According to communications received from the DDOT, NPS plans to prepare standardized training documents that will be used by all STCs in training school staff. VDOE recommends that NPS submit these training documents to VDOE for review and feedback prior to conducting the training sessions. Further, VDOE recommends that training materials used by the DDOT and DDOT2 to train STCs be submitted for review and feedback by VDOE during the same time period. It should be noted that the NPS DDOT submitted the presentation used for training administrators during the "Testing Stand Down" mandated by the superintendent to VDOE for review and comment. In addition to providing assistance in standardizing training, VDOE believes that NPS testing staff would benefit from additional training and guidance in determining when to inform VDOE of a testing irregularity, conducting local investigations, preparing reports detailing the results of the investigation, and developing corrective action plans.

Board of Education Agenda Item

Item: L. **Date:** May 27, 2010

Topic: Report on the Memorandum of Understanding for Petersburg City Public Schools to Include Compliance with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) 8 VAC 20-131-315

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement
Dr. James M. Victory, Superintendent, Petersburg City Public Schools

Telephone Number: (804) 225-2865 **E-Mail Address:** Kathleen.Smith@doe.virginia.gov

Origin:

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

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

____ Action requested at this meeting ___ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date November 17, 2009

Background Information:

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

> § 22.1-253.13:3**.** Standard 3. Accreditation, other standards and evaluation.
>
> …Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board….

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

> …When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6….

In 2004, recognizing the need for technical assistance, the Petersburg City School Board requested a division-level academic review and assistance from the Virginia Department of Education (VDOE). Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. The proposed MOU with the VBOE required Petersburg City Public Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

In the November 2006 MOU, the Petersburg City School Board and central office staff adopted five key priorities for improving student achievement across the school division, ensuring alignment of resources with these priorities for improving student achievement, and holding the board and staff accountable for results. The key priorities included:

- Student Achievement
- Leadership Capacity
- Teacher Quality
- Communication with all Stakeholders
- Safe and Secure Environment

As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of $34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates regarding the implementation of the efficiency review.

As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan

resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO has administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

As a result of the collaborative efforts of the superintendent, administrative staff and the CAO, Petersburg City Public Schools has four of its seven schools fully accredited for the 2009-2010 school year: Robert E. Lee Elementary School, Walnut Hill Elementary School, A. P. Hill Elementary School, and Petersburg High School. Four of six Title I schools remain in school improvement.

Another area of concern addressed in the November 2006 MOU was the limited number of highly-qualified teachers employed by the division as well as the number of teachers who were provisionally licensed and the number of long-term substitutes employed as teachers in core content areas. On November 17, 2009, Petersburg City Public Schools reported that of the 376 teachers employed in September 2009, 376 (100 percent) were licensed and 29 (7.7 percent) were new teachers. Five teachers were identified as long-term substitutes.

The November 2006 MOU specified target goals for three years ending after the 2008-2009 school year. Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the VBOE in July 2009, requires school divisions with *Accreditation Denied* schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools. In November 2009 a revised MOU was approved by the Board of Education. Since Petersburg City Public Schools has schools in *Accreditation Denied* status for the 2009-2010 academic year based on 2008-2009 results, the current MOU for division-level academic review also serves as the MOU to satisfy Section 8 VAC 20-131-310. As a part of the proposed MOU, a corrective action plan must be developed. The current MOU will be in place until all schools are fully accredited. Under the current MOU, the Petersburg City School Board and central office staff adopted two key priorities: *leadership capacity* and *teacher quality*.

The VBOE and the VDOE have continued to assign a CAO to work with the superintendent and administrative staff to develop, coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the proposed MOU. The CAO coordinates with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO has administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

Petersburg City Public Schools has continued to provide the CAO with an office in the central administration office; telephone, computer, and printer access, and clerical support, as needed. Key administrative responsibilities included in the MOU are as follows:

<u>Student Achievement</u>

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of the proposed MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.

2. The central office leadership team under the direction of the CAO and Petersburg City School Board will develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the full implementation of the algebra readiness and early reading initiatives.

3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.

4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.

5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement.

As a part of the MOU, the Petersburg City School Board continues to provide summative reports on progress made in meeting or exceeding MOU agreements and expectations to the VBOE and VDOE, as requested.

The November 2006 MOU specified that a contingency plan be developed if the schools did not meet school accreditation targets:

> *The Petersburg School Board, Virginia Board of Education, and the Department of Education will develop a contingency plan for major restructuring to be in place for the 2007-2008 school year if significant improvements in student achievement and school accreditation do not occur*

for the 2006-2007 school year. The decision to begin the planning for restructuring will be based on reports provided by Petersburg Public Schools to both the Virginia Board of Education and department staff as well as recommendations made by the CAO throughout the year.

Although the development of the contingency restructuring plan was implemented one year later than planned in the November 2006 MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the CAO, and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the school division not meeting accountability goals of the MOU for two consecutive years. This committee developed an instructional intervention to be led by an outside entity for middle school students and parents (by choice of entry into the intervention) to begin in 2009-2010.

This plan was based in part on the work of Mass Insight Education and the concept of a turnaround zone. The committee agreed that the plan should include an outside partner to develop and implement a comprehensive "school within a school" model for middle grade students. The committee presented this plan at the June 18, 2008, meeting of the Virginia Board of Education, School and Division Accountability Committee. This plan met the following conditions agreed upon by the VBOE and Petersburg City Public Schools:

1. Alternative governance.
2. Choice option for middle school students and parents.
3. Research-based focus on core content.
4. Recruitment, selection, and supervision of highly qualified personnel by an independent entity.
5. Proven track record of educational success.

At that time, federal school improvement funds that were allocated only to local education agencies (LEAs) with schools in improvement were available to cover the start-up costs for program development and implementation planning. On November 20, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year and authorized the VDOE to assist Petersburg City Public Schools in such planning by providing available federal resources. On April 30, 2009, Petersburg City Public Schools reported to the VBOE that a turnaround partner could not be secured. The VBOE requested that a vendor be selected no later than August 15, 2009, with implementation for students occurring no later than January 2010. However, after considering the difficulty that Petersburg City Public Schools had experienced in securing a Lead Turnaround Partner (LTP), on October 29, 2009, VDOE began the procurement process to request proposals from qualified sources to serve as LTPs on an as needed, when needed basis, to develop and implement academic programs for one or more of the core discipline areas of mathematics, science, social studies and language arts for students in persistently low-achieving public schools. Persistently low-achieving schools for the purpose of this procurement were those schools that were denied accreditation and/or were in restructuring as sanctioned by the *No Child Left Behind Act of 2001*.

Summary of Major Elements

On April 1, 2010, the VDOE made multiple contract awards from which applicable divisions, a group of schools or individual schools within a region can select an LTP. On April 7, 2010, VDOE introduced the four selected vendors for the Lead Turnaround Partner contract list to divisions with schools identified as persistently low-achieving. Petersburg City Public Schools attended this technical assistance activity. At this time, funding for the Lead Turnaround Partner was discussed.

Petersburg City Public Schools has two schools currently identified as persistently low-achieving as required by the State Fiscal Stabilization Fund (SFSF) – Phase II requirements: Peabody Middle School (Tier 1) and Petersburg High School (Tier II. B.). For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving school is defined as:

A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II. A.); or
C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II. B.)

As required by the SFSF – Phase II requirements, the following factors were considered to identify the persistently lowest-achieving schools: 1) the academic achievement of the "all students" group in reading/language arts and mathematics combined; and 2) the schools' lack of progress on those assessments over a number of years in the "all students" group.

In order to receive 1003(g) funding under NCLB to serve Tier III schools (other schools in improvement including A. P. Hill Elementary, J. E. B. Stuart Elementary, and Vernon Johns Junior High School), Petersburg City Public Schools must agree to serve its Tier I school, Peabody Middle School. Also, for this funding, Peabody Middle School is required to implement one of four approved USED models: closure, restart, turnaround, or transformation.

USED does not require Petersburg City Public Schools to serve Petersburg High School, the Tier II. B. school. As indicated by a review of Petersburg's data, Grades 6-9 are major areas of concern with regard to student achievement, and as a result of a grade configuration changes that occurred in 2008-2009, grade 9 students are no longer served at Petersburg High school. Instead Petersburg High School now serves students in grades 10-12; Vernon Johns Junior High serves students in grade 8 and 9 and Peabody Middle School serves students in grades 6 and 7. The impact of the challenges to the middle grades on the high school is demonstrated in the NCLB graduation rate change at Petersburg High School falling from 56 percent in 2007-2008 to 53 percent in 2008-2009. For this reason, Petersburg City Public Schools has asked for permission to serve Peabody Middle School and Vernon Johns High School with 1003(g) funding using the transformation model at both schools. Although the transformation model is not required at a Tier III school, this would allow a Lead Turnaround Partner to support the operation of multiple smaller learning communities. These would be housed in both Peabody Middle School and Vernon Johns High School. Hopefully, this kind of commitment to increase student achievement will better prepare students to graduate from high school on time. Under the requirements of USED for 1003(g) funding, this is allowable.

However, because of the impact of a grade configuration change that occurred several years ago, Petersburg City Public Schools asked VDOE for authorization to serve its middle grades, 8-9, by providing funding to both Peabody Middle School (Tier I) and Vernon Johns Middle School (Year 7 of

NCLB). In this consolidation, Petersburg High School was changed from a grade configuration of 9-12 to 10-12. Peabody Middle school was changed from a grade configuration of 6-8 to grades 6-7. Vernon Johns High School was changed from a grade configuration of 6-8 to 8-9.
The process for selecting a LTP is summarized in Attachment A. The committee that provided the Petersburg School Board with a recommendation on April 26, 2010, included parents, teachers, and administrators. At that meeting, the Petersburg School board approved the committee's recommendation of Cambridge Education as a LTP.

The Petersburg City Public Schools will be completing an application for 1003(g) funds due in June 2010. Petersburg City Public Schools has asked for funding in the amount of $1.7 million for Peabody Middle School and $1.3 million for Vernon Johns High School over the next three years. This funding will be approved if Petersburg City Public Schools completes a grant application and continues to meets the requirements for funding as required by USED.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept the report for Petersburg City Public Schools.

Impact on Resources: None

Timetable for Further Review/Action: None

Petersburg City Public Schools

Recommendation of the Lead Turnaround Partner (LTP)

Presentation to PCPS Board of Education
Dr. James Victory, Superintendent
Dr. Alvera J. Parrish
Assistant Superintendent of Instruction
April 26, 2010
6:00 p.m.

The Process

- Selection of the USED Transformation Model was approved by PCPS Board of Education to be used at Peabody Middle School.
- All schools in Tier III (Vernon Johns Jr. High, J. E. B. Stuart Elementary School, and A. P. Hill Elementary Schools) will implement the State, VDOE, Transformation Model.
- An interview schedule was developed.

The Process - Continued

- Selection of committee members to interview perspective vendors
- Debrief with the interview committee on the information provided by vendors through the RFP proposals and reviewed the selection process

The Interview Process - April 22, 2010

- Four vendors were interviewed:
  - Pearson Education
  - Johns Hopkins University
  - Cambridge Education
  - Edison Learning
- Each vendor was allotted one hour to respond to questions and extra time was provided to allow the opportunity to share additional information.

The Interview Process - Continued April 22, 2010

- The committee scored each vendor individually using an Interview Questionnaire rubric.
- Scores given by each committee member were compiled and recorded using a Scoring Tally Form.
- The committee engaged in deeper discussion as they reflected on written proposals submitted by each vendor to move toward consensus.

The Interview Process - Continued April 22, 2010

- The LTP Selection Committee made the decision to meet Friday, April 23, 2010, to move into Phase II of the process, which was consensus building.

- The Selection Committee came to consensus using the Consensus Tally Form, after careful review of the information and interviews with each vendor.

Recommendation

- The Selection Committee reached a decision on Friday, April 23, 2010.
- The recommendation of the Selection Committee is for

Cambridge Education

to be the Lead Turnaround Partner, that will partner with Petersburg City Public Schools.

Next Steps…

- Submit the LTP Form to VDOE informing them of the selected model by PCPS.
- Submit the recommended LTP to the PCPS Board of Education.
- Upon approval by the Board, we will inform the VDOE of the selected LTP.
- Upon agreement of services to be rendered, and development of the scope of work, we will proceed with the development of the memorandum of understanding.
- Complete the 1003(g) grant application for 3 years of funding.

LTP Selection Committee Members

1. Dr. James M. Victory, Superintendent
2. Dr. Alvera J. Parrish, Assistant Superintendent of Instruction
3. Dr. Dorothea Shannon, Chief Academic Officer (VDOE)
4. Dr. Brenda M. Petteway, Director of Secondary Instruction
5. Ms. Gwen Price, Director of Testing
6. Mrs. Cheryl Bostic, Supervisor of Federal Programs
7. Mrs. Tonya Brown-Fletcher, Principal, Vernon Johns Jr. High
8. Ms. Barbara Moore, Parent & PTA Vice President at VJJH
9. Ms. Heather Lamb, Assistant Principal, Peabody M.S.
10. Ms. Lorraine Davis, Instructional Specialist, Peabody M. S.
11. Mrs. Annette Ampy, Parent, Peabody M. S.
12. Mr. John Hart, President of the City-wide PTA

QUESTIONS??

Board of Education Agenda Item

Item: M. **Date:** May 27, 2010

Topic: First Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001*

Presenter: Dr. Deborah Jonas, Executive Director for Research and Strategic Planning

Telephone Number: (804) 225-2067 **E-Mail Address:** Deborah.Jonas@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 _X_ Action requested at future meeting: June 24, 2010

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
- Date: November 17, 2009
- Action: First review of proposed amendments submitted to USED
- Date: January 14, 2010
- Action: Final review of proposed amendments submitted to USED.

Background Information:
In October 2008, the United States Department of Education (USED) issued final regulations governing programs administered under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The new regulations require Virginia to submit to the Secretary of Education, for approval, revisions to its accountability work book to comply with accountability requirements for graduation rates. Requirements under the new regulations include reporting four-year cohort graduation rates for all schools, school divisions, and the state for all student subgroups. The regulations also require that Virginia establish a statewide goal for graduation rates that all high schools are expected to meet; and establish targets for continuous and substantial improvement in graduation rates.

In January 2010, the Virginia Board of Education submitted to the U.S. Department of Education (USED) proposed changes to its federal accountability workbook to meet requirements of regulations passed in December 2008 pertaining to graduation rates. Specifically, Virginia requested to report a four, five, and six year graduation rate consistent with the federally prescribed methodology. The Virginia Department of Education (VDOE) has received verbal feedback that the request would be

approved. Virginia further requested a waiver from certain provisions of the federal regulation and requested that Virginia be permitted to use its state regulatory calculation, the Graduation and Completion Index, for purposes of federal accountability. VDOE received recent verbal feedback that this request would not be approved.

Summary of Major Elements
Revisions are being proposed to elements in the Consolidated State Application Accountability Plan to comply with federal regulations pertaining to graduation rates issued in October 2008, based on verbal feedback from USED that the plan to apply the Graduation and Completion Index to AYP calculations would not be approved.

The regulations require that Virginia establish a statewide goal for graduation rates that all high schools are expected to meet; and establish targets for continuous and substantial improvement in graduation rates. The proposed revisions will apply to schools' and school divisions' adequate yearly progress (AYP) determinations. Attachment A describes the proposed amendment and the rationale for the proposed request.

Superintendent's Recommendation:
The Superintendent of Public Ins truction reco mmends that the Board of Education accept f or first review the proposed amendments to the Virginia Consolidated State Application Accountability Plan.

Impact on Resources:
The provisions of the ESEA require the Department of Education to collect and analyze data related to determining Adequate Yearly Progress (AYP) for all schools and school divisions in the state. These requirements will continue to have an impact on the agency's resources.

Timetable for Further Review/Action: The proposed amendments will be presented for final review at the June 2010 Board of Education meeting. Final approval of the amendments will be requested at this meeting.

<u>Substitute</u> Attachment A

Annual Measurable Objectives for Graduation Rate (Critical Element 3.2b) and Targets for Continuous and Substantial Improvement (§200.19 (b)(3)(i).)

Revised Proposal, May 27, 2010

Request: Virginia will report and use for federal reporting and accountability an adjusted cohort graduation rate that does not permit students to have their cohort adjusted regardless of English language learner or disability status, and only includes Virginia's standard and advanced studies diplomas in the numerator. The federal adjusted cohort graduation rate defined in regulation is based on cohorts of students who enter ninth grade for the first time; it is adjusted for students who transfer in, transfer out, or are deceased. Virginia will report four-, five-, and six-year federal adjusted cohort graduation rates as they become available. Virginia will report the federal adjusted cohort graduation rate beginning with the ninth-grade cohort of 2004-2005; four-year graduates from this cohort would have earned diplomas by the end of the 2008 school year.

Virginia will use the federal adjusted cohort graduation rate for purposes of making adequate yearly progress (AYP) determinations beginning in the summer of 2010. Virginia requests the following be approved for making AYP determinations:

- <u>Statewide goal</u>: 80 percent of students graduate with a regular diploma in four, five, or six years.
- <u>Targets for continuous and substantial improvement</u>: 10 percent reduction in the percent of non-graduating students from the previous year applied only to the four-year graduation rate.

Virginia will average graduation data over three years to minimize annual variations in data impacting AYP determinations, as is permitted in Section 1111(b)(2)(J) of the ESEA.

For purposes of calculating AYP for the LEP subgroup, Virginia will apply a definition of LEP students that is consistent with the longitudinal nature of the accountability measure. English language learners who meet the federal definition of LEP at any time since first entering the adjusted cohort will be included in the LEP student subgroup for purposes of accountability. This would include all students identified as LEP for calculating the pass rates for federal accountability, *and* students who were identified as LEP at any time since first entering ninth grade or otherwise transferring into the adjusted cohort. Virginia's educators are committed to educating all students. Students who were identified as LEP in the early years of high school but are no longer part of the LEP subgroup when they graduate have benefitted from the instruction that our schools provide; our accountability system should reflect their commitment and successes.

Because the complete data on student graduation and completion rates, including summer graduates, are not available until after AYP determinations are made each year, Virginia will calculate adequate yearly progress based on the previous year's graduation rates. This will permit the calculations to be available in time to make AYP determinations before the beginning of the school year.

Rationale:
VDOE was notified that USED would not approve Virginia's request to waive certain provisions of CFR §200.19 as requested previously. Conversations with staff at USED and a review of approved goals and targets from other states indicates that this approach complies with the federal regulations and accompanying nonregulatory guidance provided by USED. The approach establishes a statewide graduation rate goal that is consistent with state accountability requirements. The targets for continuous and substantial improvement are challenging and recognize school and school division efforts to improve high school graduation rates.