COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: April 27, 2011
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

VIRGINIA BOARD OF EDUCATION
PLANNING SESSION AGENDA
Wednesday, April 27, 2011

1:00 p.m. - PLANNING SESSION CONVENES

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

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

REPORTS AND PRESENTATIONS

A. ***HIGHLIGHTS OF PROGRESS IN MEETING BOARD OF EDUCATION OBJECTIVES***
Presenter: Dr. Deborah Jonas, Executive Director of Research and Strategic Planning

B. ***VIRGINIA'S SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) PROGRAMS***
Presenters: Panel discussion with local STEM Directors

C. ***UPDATE ON VIRGINIA'S STANDARDS OF LEARNING ASSESSMENT PROGRAM***
Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

D. ***OVERVIEW OF THE VIRGINIA GROWTH MEASURE***
Presenter: Dr. Deborah Jonas, Executive Director of Research and Strategic Planning

E. ***OVERVIEW OF THE BOARD OF EDUCATION'S COMPREHENSIVE PLAN: 2011-2016***
Presenter: Mrs. Anne Wescott, Assistant Superintendent for Policy and Communications

WRAP UP AND NEXT STEPS

ADJOURNMENT OF PLANNING SESSION

NOTE: The Board of Education will convene for the Business Session at 9 a.m., Thursday, April 28, 2011.

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: April 28, 2011
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

VIRGINIA BOARD OF EDUCATION
BUSINESS SESSION AGENDA
Thursday, April 28, 2011

9:00 a.m. - FULL BOARD CONVENES

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

APPROVAL OF MINUTES OF THE MARCH 24, 2011, MEETING OF THE BOARD

RECOGNITION

- Resolution of Recognition Presented to Mr. James A. Percoco, West Springfield High School, Fairfax County Public Schools, Recently Inducted into The National Teacher Hall of Fame

PUBLIC COMMENT

CONSENT AGENDA

F. Final Review of Financial Report on Literary Fund

G. Final Review of Recommendations Concerning Applications for Literary Fund Loans

H. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS

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

VIRGINIA BOARD OF EDUCATION
BUSINESS SESSION AGENDA
Thursday, April 28, 2011

ACTION/DISCUSSION ITEMS

J. Final Review of a Request for Continuation of an Alternative Accreditation Plan from Danville City Public Schools for J. M. Langston Focus School

K. Final Review of a Request for Continuation of an Alternative Plan from Richmond City Public Schools for Richmond Alternative School

L. Final Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia Standards for the Professional Practice of Teachers*

M. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Cut Score for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment

N. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Cut Score for the Reading for Virginia Educators: Reading Specialist Assessment

O. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by Title II of the Higher Education Opportunity Act (HEOA)

REPORT

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

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

EXECUTIVE SESSION

ADJOURNMENT OF BUSINESS SESSION

VIRGINIA BOARD OF EDUCATION
BUSINESS SESSION AGENDA
Thursday, April 28, 2011

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m., Wednesday, April 27, 2011. No business matters will be discussed. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

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

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

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

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

PLANNING SESSION AGENDA
April 27, 2011

A. *HIGHLIGHTS OF PROGRESS IN MEETING BOARD OF EDUCATION OBJECTIVES*

Presenter:
Dr. Deborah Jonas, Executive Director of Research and Strategic Planning

Dr. Jonas will distribute handouts at the planning session.

PLANNING SESSION AGENDA
April 27, 2011

B. VIRGINIA'S SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) PROGRAMS

A panel of STEM program directors:

- The Governor's Academy for Innovation, Technology and Engineering (GAITE)
- The Governor's Career and Technical Academy in Arlington (GCTAA)
- The Loudoun Governor's Career and Technical Academy

Profiles of the STEM programs represented on the panel are attached.

The Governor's Academy for Innovation, Technology and Engineering (GAITE)

Career Focus: Electrical Engineering Technology, Mechanical Engineering Technology

Partnerships: New Horizons Regional Education Centers (NHREC); Greater Peninsula Public School Divisions: Gloucester County, Hampton City, Newport News City, Poquoson City, Williamsburg-James City County, York County, Thomas Nelson Community College (TNCC), Old Dominion University (ODU), Virginia Space Grant Consortium, Northrop Grumman Corporation, The Apprenticeship School of Northrop Grumman, Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME), Peninsula Council for Workforce Development, Peninsula Workforce Investment Board, and Peninsula Technical Preparation

Lead Entity: New Horizons Regional Education Centers

Fiscal Agent: Hampton City Public Schools

Contact: Vikki Wismer, GAITE Director

Number of Students Served: Approximately 75-100 students in grades 7 and 8; 150 students in grades 9 and 10; and 180 students in grades 11 and 12

Highlights of the Academy:

- A regional partnership facilitated by a Regional Education Center to establish regional and divisional programs focused initially on Electrical Engineering Technology and Mechanical Engineering Technology.
- The Virginia Space Grant Consortium will design and facilitate enrichment programs to include Engineering Technology Exploratory Saturdays and Engineering Technology Summer Camp.
- The Academy for Engineering Technology curriculum (eleventh and twelfth grades) will be aligned with Thomas Nelson Community College's and Old Dominion University's Engineering Technology degree programs.
- The Academy for Engineering Technology will be based in the school divisions, and courses will be offered at divisional high schools, NHREC, TNCC, and/or through distance learning.
- Students will earn college credits and industry credentialing as well as participate in a senior year internship, mentorship, or project learning experience.

Governor's Career and Technical Academy in Arlington (GCTAA)

Career Focus: Engineering and Technology, Audio and Video Technology and Film, (Health Sciences) Support Services, Information and Support Services, Facility and Mobile Equipment Maintenance

Partnerships: Northern Virginia Community College and Arlington County Public Schools are co-lead partners for the Governor's Career and Technical Academy in Arlington. Partners include The American Service Center; Arlington Employment Center; Passport Nissan; Nortel Telecommunications; The American Youth Policy Forum; Viral Media Productions; and Virginia Polytechnic Institute and State University. Other supporters include The American Association of Community Colleges; Arlington Economic Development; DeVry University; Farrish of Fairfax; National Science Foundation; Nortel Telecommunications; Passport Chrysler; and Passport Infiniti.

Lead Entity: Northern Virginia Community College

Fiscal Agent: Northern Virginia Community College

Contact Person: Kris Martini, Director of Career, Technical and Adult Education
Arlington County Public Schools

Academy Location: The Arlington Career Center

Number of Students Served: At least 50 students will be served during the 2008-2009 academic year, while up to 600 will be served at full implementation in the 2012-2013 academic year.

Highlights of the Academy:

- The Governor's Academy will be a joint secondary/postsecondary institution.
- Students can earn a college degree at no cost one year after high school graduation.
- Dual enrollment opportunities will exist for grades 11, 12, and beyond.
- Cross disciplinary pedagogy informed by Virginia Polytechnic Institute and State University's I-STEM Education program will be the major focus of staff development for teachers.
- The flexible academy model will incorporate several pathways beyond the initial five over time.
- Student job shadowing and internships will be available across a variety of disciplines.
- Required Stretch projects will introduce students to real work-related projects.
- Involved business partners will assist in keeping curriculum relevant.
- Summer college course work will be available.
- Students will be better prepared for work and additional higher education opportunities.

Loudoun Governor's Career and Technical Academy

Career Focus: Plant Systems, Diagnostics Services, Therapeutic Services, Engineering and Technology, Facility and Mobile Equipment Management

Partnerships: Loudoun County Public Schools; Monroe Technology Center; Northern Virginia Community College; Shenandoah University; Virginia Polytechnic Institute and State University; George Washington University; REHAU; Fortessa, Inc.; Lockheed Martin; Metropolitan Washington Airports Authority; America Online, LLC; Loudoun County Economic Development, The Claude Moore Charitable Foundation; TELOS/Xacta Corporation; Hayes-Large Architects; Jerry's Automotive Group

Lead Entity: Loudoun County Public Schools

Fiscal Agent: Loudoun County Public Schools

Contact Person: Shirley L. Bazdar, Director, Career and Technical Education

Academy Location: The Loudoun Governor's Career and Technical Academy

Number of Students Served: One hundred twenty-five high school students will have the opportunity to enroll in the Academy for the 2008-2009 school year. Future plans are in place to expand and grow Academy programs.

Highlights of the Academy:

- Dual enrollment opportunities available through Northern Virginia Community College and Virginia Polytechnic Institute and State University. Future dual enrollment opportunities will be made available through the George Washington University and Shenandoah University.
- Academy students receives enhanced science, technology, engineering, and mathematics instruction via the staff development opportunities, curriculum enhancement, and partnerships with the Loudoun Academy of Science, as well as advisory and planning committee member participation.
- The Health Science cluster pathways contain two new and innovative pathway programs. Curriculum is currently being developed at the CTE Resource Center for these two pathways. The Medical Laboratory Technology and Radiology Technology pathway programs have been created through the support and partnership of the Claude Moore Charitable Foundation and the Inova Healthcare System.
- The Agriculture, Food and Natural Resources Plant Systems pathway is aligned with the global movement to develop more green technologies and practices to conserve and protect earth's natural resources.
- The Transportation, Distribution and Logistics Facility and Mobile Equipment Maintenance pathway will provide direct instruction in the development and maintenance of alternative fuels and hybrid vehicles.
- The Engineering and Technology pathway offers a digital visualization and animation program. This program prepares students to enter the evolving career fields of animation, gaming and software development, prototyping, and rendering.

PLANNING SESSION AGENDA
April 27, 2011

C. UPDATE ON VIRGINIA'S STANDARDS OF LEARNING ASSESSMENT PROGRAM

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

Mrs. Loving-Ryder will distribute handouts at the planning session.

PLANNING SESSION AGENDA
April 27, 2011

D. OVERVIEW OF THE VIRGINIA GROWTH MEASURE

Presenter: Dr. Deborah Jonas, Executive Director of Research and Strategic Planning

Dr. Jonas will distribute handouts at the planning session.

BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2011-2016

REVISED
DISCUSSION DRAFT

January 13, 2011

Board of Education
Commonwealth of Virginia

Adopted
(DATE)

Members of the Board of Education
As of January 30, 2011

Mrs. Eleanor B. Saslaw, President
5304 Woodland Estates Way
Springfield, VA 22151

Dr. Ella P. Ward, Vice President
1517 Pine Grove Lane
Chesapeake, VA 2332
(Term expired January, 29, 2011)

Mrs. Betsy Beamer
1805 Locust Hill Road
Henrico, VA 23238

Dr. Billy K. Cannaday, Jr.
9005 Ashcroft Way
Richmond, VA 23236

Mrs. Isis M. Castro
2404 Culpeper Road
Alexandria, VA 22308

Mr. David M. Foster, Vice President
2607 North Wakefield Street
Arlington, VA 22207

Mr. David L. Johnson
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Richmond, VA 23235

Mr. K. Rob Krupicka
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Alexandria, VA 22314

Dr. Virginia L. McLaughlin
College of William and Mary
P.O. Box 8795
Williamsburg, VA 23187-8795

Mrs. Winsome Earle Sears
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Stephenson, VA 22656
(Appointed on January 30, 2011)

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120

BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2011-2016

Executive Summary

Purpose of the Comprehensive Plan

The Board of Education's *Comprehensive Plan: 2011-2016* updates the goals set forth in the Board's previous plan, which covered the years 2007-2012. Building upon the previous plan, the two-year update reflected in this document provides the framework for resources and policy development to continue Virginia's forward momentum in student achievement.

Board of Education's Mission: Ensuring Rigorous and High Quality Learning Standards

Virginia's young people are the hope of a bright future not only for themselves and their families, but for the state, the nation, and the rapidly expanding global economy. Current economic conditions remind us more than ever that the key to economic recovery is education.

Within that context, the Board of Education's mission is to set education policies that support the life-long academic and career achievement of all students by establishing high standards and expectations for learning, utilizing evidence and research, measuring and effectively analyzing systemwide performance, as well as ensuring transparency and accountability to parents and the public.

The Board of Education's vision and mission statements and goals for public education provide the framework for a world-class statewide system of public schools. The statements are forward-looking and acknowledge the programs and services provided by Virginia's public schools to meet the increasingly diverse needs of students who will live, compete, and work in an expanding and complex global, high- tech economy.

The goals, strategies, and performance measures within this document describe how the Board of Education intends to accomplish its mission.

Gauging Student Achievement

The standards and the accountability set by the Board of Education provide benchmarks to gauge the academic achievement of Virginia's students compared to their peers across the state, the nation, and internationally.

Goals for Public Education: 2011-2016

Goal 1: Expanded Opportunities to Learn: The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools can lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Goal 2: Accountability for Student Learning: The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Goal 3: Nurturing Young Learners: The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Goal 4: Strong Literacy and Mathematics Skills: The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Goal 5: Highly Qualified and Effective Teachers and Administrators: The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including their meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Goal 6: Sound Policies for Student Success: The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Goal 7: Safe and Secure Schools: The Board of Education will provide leadership to create safe and secure school environments.

Opportunities for All Students to Learn and Excel

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

Record Enrollment Will Continue

Record enrollment in public elementary and secondary schools will continue over the next five years, according to research conducted by The University of Virginia's Weldon Cooper Center for Public Service (2010). Total enrollment will increase from the current 1.21 million to 1.27 million students in the 2014-15 school year. Enrollment growth is centered in certain geographic regions of the state, while other areas are expected to shrink in enrollment. The variance in enrollment growth will have significant impact—a rippling effect on funding, school construction, school closings, consolidation of programs, the teaching work force, and economic viability of localities.

Statutory Requirement for Updating the Comprehensive Plan

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

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

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BOARD OF EDUCATION
COMPREHENSIVE PLAN: 2011-2016

> *This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the work force.*
>
> National Center on Education and the Economy's
> Commission on the Skills of the American Workforce (2007)

Preparing Today's Students for the Future

Virginia's students are the hope of a bright future not only for themselves and their families, but for the state, the nation, and the rapidly expanding global economy. Virginia's economic strength is directly tied to the quality of our work force and our education system. Can there be any doubt that Virginia's students will work and compete in a global economy---one that was almost unimaginable just a few years ago?

This theme is echoed in the report of the National Center on Education and the Economy's Commission on the Skills of the American Workforce (2007), which describes the education challenges ahead:

> *It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education — a very different kind of education than most of us have had — are going to be the only security there is. . . . . The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the work force.*

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

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

Board of Education Vision and Mission

Virginia intends to be the best. The standards and the accountability set by the Board of Education provide benchmarks to gauge the academic achievement of Virginia's students compared to their peers across the state, the nation, and internationally.

The Board of Education's vision and mission statements and goals for public education provide the framework for a world-class statewide system of public schools for Virginia. The statements are forward-looking and acknowledge the programs and services provided by Virginia's public schools to meet the increasingly diverse needs of students who will live, compete, and work in an expanding and complex global, high tech economy.

The Board's Vision for the Public Schools in Virginia

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

The Board's Mission

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policies that support the life-long academic and career achievement of all students by establishing high standards and expectations for learning, utilizing evidence and research, measuring and effectively analyzing systemwide performance, as well as ensuring transparency and accountability to parents and the public.

Goals for Public Education in Virginia: 2011-2016

The Board of Education's goals are a roadmap for providing excellent educational opportunities for Virginia's public schools. The goals outline the important priorities for the actions and strategies the Board will use to set policies and directions for the public schools. The Board of Education's goals support holding schools accountable for measurable results, expanding learning opportunities for all students, and sustaining a public school system in which all students learn at high academic levels. The goals reaffirm the Board of Education's obligation to see each child as a unique learner and to ensure that Virginia's schools and teachers are equipped to tailor instruction to each child's needs. Finally, the goals, taken as a whole, embrace the student-centered approach that is instrumental in helping all of Virginia's children, regardless of their personal circumstance, make great strides in achievement.

Goal 1: Expanded Opportunities to Learn: The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools can lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Goal 2: Accountability for Student Learning: The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Goal 3: Nurturing Young Learners: The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Goal 4: Strong Literacy and Mathematics Skills: The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Goal 5: Highly Qualified and Effective Teachers and Administrators: The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Goal 6: Sound Policies for Student Success: The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Goal 7: Safe and Secure Schools: The Board of Education will provide leadership to create safe and secure school environments.

Achievement Measures for Goals

The Virginia Board of Education is committed to assessing its progress in leading Virginia to create an excellent statewide system of public education. The metrics used to assess the Board's progress will provide information that describes how well the Board meets its goals and the current status of education in Virginia.

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

- High school graduation and dropout rates.
- Percent of graduates earning advanced studies diplomas.
- Percent of graduates who meet or exceed college or career ready performance expectations.
- Percent of graduates who enroll and are successful in postsecondary education.
- Percent of third-grade students reading on grade level.
- Percent of students scoring advanced proficient on statewide assessments.

- Number and percent of schools and divisions meeting or exceeding state and federal accountability measures.
- Number and percent of schools and divisions that demonstrate relatively high growth in student achievement, as measures become available.
- Number and percent of schools earning recognition under the Virginia Index of Performance.
- Number and percent of schools that are chronically low performing by state and federal standards.

Goal Statement	Measures to Gauge Progress in Meeting the Goal
Goal 1: Expanded Opportunities to Learn: The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools can lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.	Regularly review and revise the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL); collect data and information that support ability to thoughtfully and deliberately make revisions that are research-based, cost-effective, and clearly aligned with student expectations. Use data from fourth and eighth grade NAEP scores to inform the Board's work to review and revise Standards of Learning. Continue to review all Standards of Leaning (SOL) to ensure they are college and career ready. Continue to review the accreditation standards in light of the assessment programs currently in place and consider new ways of testing and assessment of student achievement.
Goal 2: Accountability for Student Learning: The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.	Review longitudinal data (e.g., the Educational Information Management System) to examine student progress from early childhood to postsecondary and beyond. Review key indicators ensuring that the data are disaggregated by student groups, including ESEA subgroups, and gender. Document major Board of Education activities that assist chronically low-performing schools in becoming institutions that meet or exceed minimum accountability requirements.
Goal 3: Nurturing Young Learners: The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.	Document major Board of Education activities that support schools' ability to facilitate pre-kindergarten children's success. Calculate changes over time in the percent of students in kindergarten who are considered ready for kindergarten upon entry, based on screening or proficiency assessments provided in kindergarten. Calculate changes over time in the percentage of at-risk children served by the Virginia Preschool Initiative or other preschool programs with known quality standards.

Goal 4: Strong Literacy and Mathematics Skills: The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.	Document new Board of Education policies that support literacy in all students. Assess Virginia's outcomes on NAEP assessments. Assess outcomes on other national assessments, such as SAT, ACT, Advanced placement Exams. Assess statewide SOL assessment results. Use national and international assessment data to analyze the progress of Virginia's students (e.g., TIMSS and PISA comparisons to NAEP).
Goal 5: Highly Qualified and Effective Teachers and Administrators: The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.	Calculate changes over time in the percent of teachers who are highly qualified, as defined by the ESEA provisions. Incorporate measures of teacher effectiveness as they become available. Document that school divisions are meeting the SOQ professional development requirements. Calculate annual retention rates for educational personnel in Virginia. Evaluate results of field study for the new Model Teacher and Administrator Evaluation Systems.
Goal 6: Sound Policies for Student Success: The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.	Review Board of Education policies and regulations with an eye toward helping schools do more with less, increasing effectiveness and efficiency, and ensuring that regulations are cost-effective and research-based to the extent possible. Document Board of Education policies and practices that demonstrate leadership in and compliance with implementing provisions of state and federal laws and regulations. Evaluate initial implementation procedures for the criteria for charter school proposals, which are reviewed by the Board of Education. Evaluate initial implementation procedures for the criteria for college partnership laboratory school proposals, which are reviewed by the Board of Education. Evaluate initial implementation procedures for the Virtual School criteria and application process, which are reviewed by the Board of Education.
Goal 7: Safe and Secure Schools: The Board of Education will provide leadership to create safe and secure school environments.	Document the Board's actions that demonstrate leadership in creating safe and secure environments, especially in the area of electronic communications and in bullying and cyberbullying prevention programs. Calculate changes over time in quantitative measures of school safety and security. Measures will be developed using Virginia's Web-based reporting system and evidence from other sources, as available.

Strategies to Implement Goals: 2011-2016

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

Goal 1: Expanded Opportunities to Learn

The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools can lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

The Board wishes to be clear in its intent to lead the country in the rigor and quality of standards. This clarity of intent is especially important in light of the national discussion on Common Core State Standards. Virginia will continue to monitor work at the national level related to the Common Core State Standards and the Common Assessments. The state will take the opportunity to benefit from Common Core products and processes, which are being developed in the public domain. The Board recently revised the curriculum framework for both the *English Standards of Learning* and the *Mathematics Standards of Learning*. Taken together, the revised curriculum frameworks have a strong alignment with the English/Language Arts and the Mathematics Common Core State Standards, and in some areas, exceed the content of the Common Core State Standards. Thus, Virginia's standards meet or exceed national standards in English as well as mathematics.

In the meantime, Virginia's Curriculum Framework, other instructional material, and professional development events continue to support teaching and learning in the Commonwealth. New enhanced mathematics assessments will be administered for the first time in Virginia in 2011-2012, two years before the Common Standards assessment consortia anticipate administration of the common assessments, followed by new Virginia English SOL assessments in 2012-2013.

The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality (SOQ) for Virginia's school divisions. The Standards of Accreditation (SOA) and the Standards of Learning (SOL) are both integral parts of the requirements contained in the SOQ, as established in the *Code of Virginia.* Thus, the SOQ, the SOA, and the SOL form the three-pronged foundation of quality standards for public schools in Virginia. Revising and updating the SOQ to ensure that the standards are adequate and appropriate for today's schools and students is ongoing. The SOQ was updated in 2009, effective July 1, 2009. In the coming year, the Board of Education's SOQ Committee will lead a review and possible revision of the SOQ, as deemed necessary. The *Code* requires a review in even-numbered years.

Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) were adopted by the Board of Education on February 19, 2009, and became effective July 31, 2009. As a result of legislative action taken during the 2010 General Assembly, a number of provisions in these regulations will be delayed until the 2011-2012 school year.

Standards of Learning (SOL) are revised by content area according to an existing schedule. The SOL describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education. As students move through the grades---whether they remain in a Virginia public school or move to another state—they must not be at an academic disadvantage.

In the planning period ahead, the Board will undertake review of a significant part of its education regulations to ensure that all regulations currently in place are relevant, necessary for the promotion of student and teacher success, and as effective as possible.

STRATEGIES TO ACHIEVE GOAL 1

Action	2010	2011	2012	2013	2014	2015	2016
Review and revise the Standards of Quality; required review in even-numbered years.	X		X		X		X
Review and revise (as needed) the Standards of Accreditation.	X				X		
Review and revise the Standards of Learning in:							
Computer Technology			X				
Fine Arts				X			
Foreign Languages					X		
Health, Physical Education, & Driver Ed						X	
History and Social Sciences						X	
Mathematics							X
English	X						(2017)
Science	X						(2017)
Review the English Language Proficiency standards	X	X	X	X	X	X	X
Implement Academic and Career Plan requirements	X	X	X				
Implement Technical Diploma requirements	X	X	X				
Implement Economics and Personal Finance Standards of Learning	X	X	X				

Goal 2: Accountability for Student Learning

The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

The Board of Education's priority for providing challenging academic standards is that they be student-centered, results-oriented, and supportive of local flexibility. This priority also addresses the need to support the skill development and accountability of local school leaders—superintendents, principals, and teachers. Moreover, the Board of Education intends to help build capacity of school divisions to address their issues successfully with limited intervention from the state and with maximum flexibility for local decision making.

A priority of the Board of Education is to support a variety of learning opportunities that hold promise for increasing student academic success, such as charter school programs, Governor's Schools, STEM academies, online learning programs, and college partnership laboratory programs.

There is a great deal of data available to measure the performance of the state's public schools and its students. The Board has a number of ways to support school accountability, including taking the lead in developing solutions for schools and school divisions that are not meeting accountability requirements. The Board will continue to study and consider new ways to assess student performance. The Board also wants to ensure rigor and ensure that all students increase their academic achievement by continuing to examine and revise cut-scores for the assessment program.

Virginia now has a powerful resource to examine student progress. Virginia is one of 20 states to receive a 2010 Longitudinal Data Systems Grant, funded through the *American Recovery and Reinvestment Act* (ARRA) of 2009. The grant supports the development and implementation of data systems to examine student progress from early childhood to postsecondary and beyond, including matching teachers to students, while protecting student privacy and confidentiality.

Virginia's grant improves the Educational Information Management System (EIMS) and puts additional high quality, actionable data into the hands of teachers, administrators, researchers, policymakers and the public.

There is much to be learned from divisions that are seeing real improvements within and among student subgroups. In addition to recognizing these divisions for their success, the Board has the opportunity to provide leadership to help schools and school divisions eliminate the achievement gap through greater use of disaggregated data, including test results and graduation rates by subgroups. The Board can emphasize the importance of using data throughout the public school system to manage school performance. The Board should also do more to highlight/share best practices from divisions that are seeing real improvement in achievement gaps.

STRATEGIES TO ACHIEVE GOAL 2

Action	2010	2011	2012	2013	2014	2015	2016
Support the establishment of data manager/ test coordinator positions to serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.	X	X	X	X	X	X	X
Support professional development and technical assistance for instructional staff, especially in low-performing schools.	X	X	X	X	X	X	X
Support a focus on civics, international education, technological literacy, and financial literacy to ensure the preparation of all students to be productive citizens.	X	X	X	X	X	X	X
Encourage school divisions to find innovative ways to bring foreign language study for all students, starting at the earliest elementary school level possible.	X	X	X	X	X	X	X
Support effective use of federal funds to provide supplemental instruction and services to disadvantaged students.	X	X	X	X	X	X	X
Support policies that promote opportunity and access to postsecondary study for all students.	X	X	X	X	X	X	X
Promote the use of the Academic and Career Plan to help students identify the areas of strength and interest and pursue a high school course of study that will prepare them to pursue additional training or education.	X	X	X	X	X	X	X
Support and encourage school divisions in efforts to establish and maintain Governor's Schools, STEM academies, and participate in Foreign Language Academies	X	X	X	X	X	X	X
Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	X	X	X	X	X	X	X
Adopt policies that promote student preparation for college and work readiness in the 21st century.	X	X	X	X	X	X	X
Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	X	X	X	X	X	X	X
Seek opportunities for assessing LEP students' English language proficiency and content knowledge in an equitable manner.	X	X	X	X	X	X	X
Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.	X	X	X	X	X	X	X
Establish policies that promote accountability for graduation and dropout rates for all student subgroups in schools and school divisions.	X	X	X	X	X	X	X

Provide incentives to schools and school divisions that succeed in closing the achievement gap and in improving student achievement.	X	X	X	X	X	X	X
Support programs and initiatives that make it clear that high schools take all steps possible to help students earn a high school diploma.	X	X	X	X	X	X	X
Support opportunities for students to have access to college-level courses in high school, including Advanced Placement courses, International Baccalaureate courses, Cambridge courses, and dual enrollment courses.	X	X	X	X	X	X	X
Support strategies for improving the academic success of both high- and low-performing groups of students.	X	X	X	X	X	X	X
Promote the identification of industry certification opportunities for CTE teachers who lack such credentials and for students who seek them.	X	X	X	X	X	X	X
Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the ESEA Act.	X	X	X	X	X	X	X
Establish and monitor the memorandum of understanding with and monitor the reconstitution of schools denied accreditation.	X	X	X	X	X	X	X
Establish and monitor the memorandum of understanding of school divisions in division level academic review.	X	X	X	X	X	X	X
Establish recognitions and incentives for schools, school divisions, and school personnel that demonstrate significant improvement in student achievement, closing the achievement gap, and addressing overall educational excellence.	X	X	X	X	X	X	X
Recognize Highly Distinguished Title I schools and school divisions.	X	X	X	X	X	X	X
Provide innovative options to support school improvement, such as charter schools and lead turnaround partners.	X	X	X	X	X	X	X

Goal 3: Nurturing Young Learners

The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

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

A study by Virginia's Joint Legislative Audit Review Commission found that "test results indicate that Virginia Preschool Initiative students gain in literacy skills during the pre-K year and outperform other kindergarteners. Longer term student-level data are needed to assess VPI's impact on test scores in later grades. A survey of kindergarten teachers and principals indicates that most at-risk pre-K graduates are well prepared for kindergarten and later elementary grades."

Pre-K programs provide a school turnaround strategy. The Board of Education will seek new and effective ways to work cooperatively with other agencies and organizations concerned with the development of children of pre-school age. Closing the achievement gap requires close alignment with the entire spectrum of community and social services, as well as with programs for Virginia's youngest children (age 0-5).

If funding for such programs deceases, the Board will encourage collaborations to maintain and enhance current programs. The Department of Education collaborates with the Department of Social Services in the implementation of programs, initiatives, and funding opportunities that care for and educate young children. The goal of the collaboration efforts is to promote quality preschool education programs and policies proven to reduce achievement gaps; improve literacy; reduce grade retention; improve graduation rates through teacher training; enhance pre-K to third-grade teacher certification; and develop school readiness standards.

STRATEGIES TO ACHIEVE GOAL 3

Action	2010	2011	2012	2013	2014	2015	2016
Continue to collaborate with other entities in maintaining and enhancing learning standards for preschool education, preparation programs for preschool teachers, and professional development opportunities for preschool teachers.	X	X	X	X	X	X	X
Support the Virginia Preschool Initiative, the Title I Preschool Program, the Early Childhood Special Education Program, Start Strong, and the Even Start Family Literacy Program.	X	X	X	X	X	X	X
Seek ways to cooperate with and encourage the Head Start programs.	X	X	X	X	X	X	X
Support a coordinated approach to delivering preschool programs with a variety of service delivery options.	X	X	X	X	X	X	X
Promote increased participation in and expansion of high quality preschool components, such as the Foundation Blocks for Early Learning and the QRIS rating system.	X	X	X	X	X	X	X
Collaborate with VCCS and SCHEV to promote consistent standards and a smooth transition to licensure for early childhood educators.	X	X	X	X	X	X	X
Continue to collaborate with the Department of Social Services and other partners to promote quality preschool education programs and policies proven to reduce achievement gaps, improve literacy, reduce grade retention and to improve graduation rates through teacher training, pre-K to third-grade teacher certification, developing school readiness standards.	X	X	X	X	X	X	X

Support coordination and alignment between early childhood programs and the K-12 system, including the inclusion of school readiness in school assessment criteria.	X	X	X	X	X	X	X
Support assessment tools to support and recognize Pre-K quality as well as facilitate a smooth transition from Pre-K to Kindergarten.	X	X	X	X	X	X	X

Goal 4: Strong Literacy and Mathematics Skills

The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Literacy has traditionally been described as the ability to read and write. Mathematical literacy refers to ways "to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen." This goal reflects the Board's understanding that skills in reading and writing as well as in mathematics are absolutely essential for all students to master---and master well---if they are to perform successfully in school and in a career later on. Literacy implies that a person is able to read, write, speak, reason, analyze, and solve problems in a real-world setting. Literate individuals are informed citizens and intelligent consumers. They have the ability to interpret, analyze, and communicate the vast amount of information they are inundated with daily in newspapers, on television, and on the Internet.

The Board of Education will continue and expand efforts to support and improve family/parent and student literacy. As stated by the National Council on Family Literacy: "Literacy is at the root of a person's ability to succeed, and the family is at the heart." Family literacy ensures the cycle of learning and progress passes from generation to generation, and the Board can be a bully pulpit through various programs and policies. The Lexile Measure program is a good example of strategies the Board can encourage. The Board also has the ability to influence policy in areas that affect the teaching and learning of reading and mathematics through supporting efforts to enhance the literacy, mathematics, and science skills of all teachers, especially those in the early grades.

STRATEGIES TO ACHIEVE GOAL 4

Action	2010	2011	2012	2013	2014	2015	2016
Implement the requirement for the reading assessment for initial licensure for elementary teachers, specified special education teachers, and reading specialists.	X	X	X	X	X	X	X
Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English and students with disabilities.	X	X	X	X	X	X	X
Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	X	X	X	X	X	X	X
Support programs to promote improved adolescent reading in all content areas.	X	X	X	X	X	X	X
Continue to establish and enhance policies in the SOQ and SOA to promote literacy.	X	X	X	X	X	X	X

Support initiatives that provide additional information to parents and teachers to help them identify areas of reading strength among students and target assistance to students in areas of greatest weakness.	X	X	X	X	X	X	X
Review and amend, as needed, the State Literacy Plan, as may be promoted by the U.S. Department of Education.	X	X	X	X	X	X	X

Goal 5: Highly Qualified and Effective Teachers and Administrators

The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

The Board of Education will take a strong leadership stance to advocate for and develop new and innovative partnerships with school systems and the colleges and universities that prepare, develop, and support classroom teachers and school personnel. At its heart, teacher education is a shared responsibility. Partnerships between school systems and the higher education community are critical in providing the training and clinical practice experiences that "teachers need to be prepared to use research-based developmentally appropriate strategies, assess student progress, and change practice as appropriate for the purpose of improving student learning and meeting students' developmental needs." (NCATE. *Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning*, 2010)

In developing this goal, the Board of Education can play an important role in coordinating and exploring effective strategies for ensuring quality and results. The Virginia Department of Education licenses teachers and administrators according to regulations adopted by the Board of Education. The department also administers regulations governing educator preparation programs to ensure that teachers enter the classroom with content knowledge and instructional skills aligned to the Standards of Learning and other objectives for learning and achievement.

The department also administers programs to help school divisions recruit and retain highly qualified teachers and recognize instructional excellence. This goal encompasses the training and quality of educational administrators, such and principals, assistant principals, counselors, and other key school personnel. Woven into the Board's work is the need to promote policies to recruit and retain minority teachers.

The Board can evaluate license renewal policy and identify and disseminate national "best practices" for recruiting and retaining teachers. The Board may also want to consider partnering with teacher education schools to teach their students how to use data at the teacher and administrator levels.

STRATEGIES TO ACHIEVE GOAL 5

Action	2010	2011	2012	2013	2014	2015	2016
Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	X	X	X	X	X	X	X
Promote increasing the pool of teachers entering the profession by supporting strategies such as the career switcher program, the Teaching Scholarship Loan Program, and Teacher Cadet programs, to teach in general and critical shortage areas.	X	X	X	X	X	X	X
Supporting incentives for National Board Certification that are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, and encouraging teachers from these schools to pursue National Board Certification.	X	X	X	X	X	X	X
Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the Commonwealth.	X	X	X	X	X	X	X
Support executive education opportunities to assist established school administrators in providing skilled leadership in chronically low-performing schools.	X	X	X	X	X	X	X
Support professional development and technical assistance for educational personnel, working with professional education associations and teacher educators.	X	X	X	X	X	X	X
Support, in conjunction with school divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	X	X	X	X	X	X	X
Study and develop model teacher and administrative evaluation systems, field test the models, and develop related guidance documents	X	X	X				
Establish STEM credentialing program for Career and Technical education teachers and for other teachers as needed.	X	X	X	X	X	X	X
Seek new ways and opportunities to form partnerships with colleges and universities as well as other organizations	X	X	X	X	X	X	X

Goal 6: Sound Policies for Student Success

The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

The Board will focus on ways to help school divisions do more with less by reviewing state standards and expectations and with an eye towards effectiveness and efficiency. The Board also strives to give flexibility to local schools so that alternative and effective approaches to problems may be utilized.

Much of what the Board does during the course of its work is either directly or indirectly related to its constitutional, statutory, or regulatory requirements. The Board plays a key role in assuring the smooth functioning and administration of state and federal requirements and is keenly concerned about efficient and effective implementation and communication of such rules. Consistent with Governor McDonnell's Executive Order No. 14 (2010), the Board intends that its regulations shall be designed to achieve their intended objectives in the most efficient, cost-effective manner and in a way that enhances student achievement.

STRATEGIES TO ACHIEVE GOAL 6

Action	2010	2011	2012	2013	2014	2015	2016
Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	X	X	X	X	X	X	X
Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by ESEA.	X	X	X	X	X	X	X
Support Virginia's participation in NAEP program in reading and mathematics for 4th and 8th grades.	X	X	X	X	X	X	X
Support programs of technical assistance for schools identified as in the first and second year of school improvement.	X	X	X	X	X	X	X
Support procedures and disseminate via Web site notice to parents and the public of any pending corrective actions.	X	X	X	X	X	X	X
Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	X	X	X	X	X	X	X
Continue to assist school divisions in implementing charter schools and other public school choice options.	X	X	X	X	X	X	X
Develop and submit the state plan for the Carl D. Perkins Act.				X	X	X	X
Receive reports on the Workforce Investment Act, as necessary.	X	X	X	X	X	X	X
Review and revise annually Virginia's Consolidated State Application Accountability Workbook under ESEA.	X	X	X	X	X	X	X
Monitor the reauthorization of ESEA and take appropriate action as needed.	X	X	X	X	X	X	X
Support the Turnaround Partners program.	X	X	X	X	X	X	X

Respond to the increased demand for data related to the State Fiscal Stabilization Funds and other programs under the American Recovery and Reinvestment Act (ARRA).	X	X	X	X	X	X	X
Increase transparency in reporting and posting (on the Internet) all information for the public, including expenditures, school division improvement grant applications, jobs created with federal stimulus funds, etc.	X	X	X	X	X	X	X
Review and approve criteria and processes for Virtual School offerings and provide ongoing technical assistance.	X	X	X	X	X	X	X
Develop and implement procedures for receiving, reviewing and ruling on applications to create college laboratory schools and provide ongoing technical assistance.	X	X	X	X	X	X	X
Provide technical assistance and guidance in the development of charter school program proposals to be received by school divisions.	X	X	X	X	X	X	X
Support efforts to maintain the state-level Educational Information Management System (EIMS) to enable the department to meet increasing state and federal reporting requirements and to enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.	X	X	X	X	X	X	X
Conduct a periodic review and revision of all Board of Education regulations that have not undergone such review within the past four years.		X	X				
Review guideline documents and policy statements to update as necessary to comport with state or federal legislative changes.	X	X	X	X	X	X	X

Goal 7: Safe and Secure Schools

The Board of Education will provide leadership to create safe and secure school environments.

Everyone wants safe schools in which students, teachers and support staff can concentrate on learning and not have to worry about disruption due to misbehavior, crime, or violence. Especially in the earliest years, the nonacademic skills (motivation, self-control) are critical. These are the skills that make a person more likely to graduate and a good employee, as well.

The Board of Education supports programs and policies for schoolwide and divisionwide safety and prevention plans that consistently address the needs of all students and encourage a safe and healthy learning environment. The Board is committed to policies that provide a healthy positive learning environment for all children and teachers. This includes emphasis on healthy nutrition programs. Through partnerships, resources, data collection, and evaluation, the Board of Education can do much to address the needs of children as well as those who are providing services that protect our children.

As more and more research in Internet safety shows, it is clear that cyberbullying is one of the most pressing issues involved in keeping public schools and the children in them safe. The Virginia Department of Education has provided resources on the use of online, interactive, story-based lessons on various Internet safety issues, including cyberbullying. The department has

also published two information briefs to help divisions update their own policies and procedures relating to current issues. Additionally, in the area of electronic communications the Board of Education is issuing guidelines to help school divisions create and implement policies and procedures that establish clear and reasonable boundaries for electronic interactions between students and teachers, other school board employees, and adult volunteers.

STRATEGIES TO ACHIEVE GOAL 7

Action	2010	2011	2012	2013	2014	2015	2016
Promote annual, and ongoing, staff training that address the health, nutrition, and safety needs of students and staff.	X	X	X	X	X	X	X
Build a foundation to work towards the goal of establishing a coordinated school health program.	X	X	X	X	X	X	X
Encourage school divisions to find innovative ways to keep students with behavioral challenges in school; Support opportunities for students with behavioral challenges to have access to high quality alternative programs in lieu of suspension or expulsion.	X	X	X	X	X	X	X
Support professional development and technical assistance in classroom management for instructional staff.	X	X	X	X	X	X	X
Support programs and initiatives that emphasize prevention and creation of a positive school climate, especially including antibullying and cyberbullying awareness and prevention.	X	X	X	X	X	X	X
Provide incentives and rewards to schools that maintain low rates of, or reduce, disciplinary incidents, suspensions and expulsions, and threats to school safety.	X	X	X	X	X	X	X
Support technical assistance for conducting threat assessments.	X	X	X	X	X	X	X
Promote the establishment of student assistance programs to provide comprehensive services to address the needs of students.	X	X	X	X	X	X	X
Collect and analyze discipline data and support the use of the Prevention through Information data system and programs.	X	X	X	X	X	X	X
Encourage annual training to school divisions on discipline-related data collection to ensure accurate and consistent data collection, analysis, and statewide reporting.	X	X	X	X	X	X	X
Provide technical assistance and resources to school divisions for policies and programs to create and implement policies and procedures for electronic interactions between students and school personnel.	X	X	X	X	X	X	X

Enrollment Projections for Virginia's Schools

Between 2000 and 2009, Virginia's population grew by more than 800,000 —a growth rate of 11.4 percent over nine years. The growth rate has huge implications for Virginia's public school system. Dr. Michael Spar, research associate for the Demographics and Workforce Section of the Weldon Cooper Center at the University of Virginia, explained it this way in the 2010 study, *Enrollment Projections for Virginia Public Schools, 2009-10 to 2014-15*:

Enrollment in Virginia's public schools has increased steadily for the past ten years, and projections for the next five years indicate this trend will continue. Nearly ten thousand additional students will enroll each year, amounting to an increase of over 50,000 by the end of the projection period. Total enrollment will increase from 1.21 million to 1.27 million students in the 2014-15 school year.

Digging deeper, the Weldon Cooper Center's research finds that the growth is centered in certain areas, while other areas are expected to shrink in enrollment. (The full text, along with detailed tables, may be viewed at: http://www.coopercenter.org/demographics/school-forecasts#fallmembership.) Excerpts from the 2010 report show the following variance in the growth and reduction of enrollments across the state:

Enrollment Projections

The Weldon Cooper Center's forecast indicates that most enrollment growth will be confined to the elementary grades. Exactly two-thirds of total statewide growth will occur in elementary grades. Increases in the number of middle school students will account for nearly a third of total student growth. Only two percent of school population growth will be due to an increase in the number of high school students.

Local Trends

Statewide school enrollment growth over the next five years is attributable largely to growth in a relatively small number of metropolitan and suburban school divisions. Most school divisions are not growing. Particularly rapid growth in several northern Virginia divisions account for much of the statewide growth. The report states that three northern Virginia divisions—Loudoun, Prince William, and Fairfax—will experience large student increases next year. Other school divisions in northern Virginia, around Richmond, and in Tidewater will experience moderate growth. Most of the school divisions expected to grow are located in an arc running from Hampton Roads in the south, through the Richmond metropolitan area, west to Albemarle, and then northeast to northern Virginia.

Impact of Enrollment Trends

The Weldon Cooper Center's sums up the impact of enrollment trends by stating:

> *In this time of declining state fiscal resources, the impact of school enrollment changes will depend on factors unique to each school division. Divisions with declining enrollment will receive fewer state funds to support education; yet local tax dollars will stretch further. Divisions with growing student enrollment may receive increases in state support, but possibly not enough to offset the additional costs of educating more children. Additionally, local*

budgetary adjustments to compensate for declining revenues; the willingness of localities to raise property tax rates to mitigate the impact of budget cuts; and other fiscal resources available to each jurisdiction (including the extent to which federal assistance may become available) will determine how school enrollment changes impact each locality

Important Demographic Trends for Virginia's Schools

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

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

In Virginia, the Limited English Proficient population has doubled in just the past five years, and this trend is expected to continue. In 1998, Virginia's public schools enrolled 37,000 LEP students. In 2009, that number had increased to almost 87,000.

The latest data (2009) show that more than 90 percent of Virginia's school divisions now have Limited English Proficient (LEP) students enrolled. While more than two-thirds of Virginia's LEP students are enrolled in divisions in the northern Virginia region, pockets of sizable concentrations of LEP students dot many areas of the state.

Virginia's population is becoming increasingly diverse. International immigrants comprise one quarter of the Commonwealth's recent population growth. Until 1970, one in every 100 Virginians was born outside the United States. In 2006, one in every 10 Virginians was foreign-born. (Weldon Cooper Center, 2009)

Diversity of economic and educational opportunity factors

For the 2009-2010 school year, more than 37 percent of the students in Virginia's public schools were eligible for free and reduced-price lunch. The percent varies widely across the school divisions, from a high of more than 75 percent to a low of 8 percent.

Based on the latest census data (2000), more than 700,000 adults in Virginia are without high school credentials. Virginia has the 21st highest percentage of adults without high school diplomas (18.5 percent) among the 50 states. (Weldon Cooper Center, 2009)

On the other side of the economic spectrum, Virginia has the highest percentage of the work force in science and engineering occupations of the 50 states. The relatively high percentage reflects Virginia's large knowledge-intensive sector. (Weldon Cooper Center, 2009)

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

Virginia's teacher work force

Virginia had a total of 99,524 classroom teachers in 2009-2010, compared to 100,908 in 2008-2009. Slightly more than 80 percent were female. Eighty-two percent were white, 13 percent were African American, two percent were Hispanic, and 1.4 percent were Asian.

Data show that more than 21 percent of Virginia's current classroom teachers are aged 55 or more; thus, many may be eligible to retire or are very near retirement. This has potential to exacerbate teacher supply and demand in the coming few years. Moreover, close to 16 percent of Virginia's school principals are at or near retirement age.

Additional Planning Documents

The *Code of Virginia* requires the Board of Education to include in its comprehensive plan an assessment of the needs of public education and a plan to integrate educational technology into the Standards of Learning and the curricula, including career and technical education programs. Pursuant to that requirement, the Board of Education has adopted three documents in addition to its comprehensive plan: (1) the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia; (2) the Six-Year Plan for Technology; and (3) the state plan for career and technical education. When viewed with the comprehensive plan contained herein, the documents provide a comprehensive view of the Board's priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

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

Key Policy Documents for Implementing Goals

Of particular note, the Board of Education's priorities for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: www.doe.virginia.gov.

The Challenges Ahead

The Board of Education's goals contained in this document address critical areas of need and attention. The Board's primary actions will focus on achieving those goals.

In addition, the Board of Education anticipates a number of critical issues arising during the next year or two that will need to be dealt with head-on. The full impact and the response required to deal with the fallout are not totally known at this point. Emerging issues that must be addressed include the following:

- Maintaining the capacity of the Virginia Department of Education staff to provide background data, advice, and expertise, all of which are essential for the Board of Education to make solid and informed policy decisions. In these hard economic times, department staff may be adversely impacted by recruitment freezes, staff reductions, and elimination of some programs. More services must be provided by fewer persons, putting increased pressure on already razor-thin resources.

- Continuing the interventions and technical assistance by the Virginia Department of Education to assist divisions previously identified as low-performing, especially in this time of agency budget and staffing restrictions.

- Anticipating the impact of the fiscal climate on local school divisions that is destined to become even more difficult as the flow of federal stimulus funds ends.

- Dealing effectively with schools that do not meet full accreditation because of difficulty in meeting the aggressive objective for graduation rates set by the Board of Education.

- Funding the Standards of Quality (SOQ) and other valued initiatives and programs in the current fiscal and economic climate.

- Keeping up with increasingly burdensome and time-consuming federal reporting and accountability requirements, especially those related to the Elementary and Secondary Education Act (previously known as No Child Left Behind), the Individuals with Disabilities Education Act, and the State Fiscal Stabilization Fund.

The Board of Education sees challenging years ahead as the state faces economic headwinds that have developed over the last several years. A critical part of the Board's ability to accomplish its mission is the interwoven, day-to-day partnership with the Virginia Department of Education. The department staff provides arms and legs for the Board's work—the advice, expertise, and background data needed for the Board to make informed policy decisions—and to build a stronger system of public schools here in Virginia. Today, the Board asks for major efforts, and the department staff is being asked to do more tasks with fewer staff.

State funding for public education across Virginia was deeply impacted by the recent recession. It is no surprise that it has been a difficult time for almost all of Virginia localities. Local schools—as well as the Virginia Department of Education—are under a tremendous amount of pressure to reduce costs, trim programs, streamline the work force, and redefine how work gets done. Finding ways to maintain positive momentum and do more with less has been and will continue to be a challenge.

Current economic conditions remind us more than ever that the key to economic recovery is education. As always, the Board of Education will continue to think creatively and make sure that its goals and strategies are relevant, evidence-based, practical, and cost-effective.

Overview of the Board of Education's Comprehensive Plan *2011-2016*

First Review – September 23, 2010
Final Review Planned for May 19, 2011

VIRGINIA BOARD OF EDUCATION

Statutory Authority

§ 22.1-253.13:7, *Code of Virginia*:

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

Statutory Authority

§ 22.1-253.13:7, *Code of Virginia*:

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

Goal 1:

Expanded Opportunities to Learn

The Board of Education will continue to improve the standards for public schools in Virginia in order to expand learning opportunities needed for Virginia's public schools. Our schools can lead the nation in rigor and quality and our students will compete and excel in postsecondary education and/or in the global workplace.

Goal 2:

Accountability for Student Learning

The Board of Education will support accountability for all public schools by providing leadership and by establishing policies that help schools and school divisions increase the academic success of all students, especially those who are at-risk or in underperforming school systems. Using improved longitudinal data systems, the Board will monitor schools' progress in closing achievement gaps among groups of students.

Goal 3:

Nurturing Young Learners

The Board of Education will work cooperatively with partners and will promote new and innovative partnerships to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

Goal 4:

Strong Literacy and Mathematics Skills

The Board of Education will establish policies that support the attainment of literacy and mathematics skills for all students, pre-K through grade 12.

Goal 5:

Highly Qualified and Effective Teachers and Administrators

The Board of Education will establish policies and standards that improve the preparation, recruitment, and retention of Virginia's educational personnel, including their meaningful and ongoing professional development, especially in teacher shortage areas and in hard-to-staff schools.

Goal 6:

Sound Policies for Student Success

The Board of Education will provide leadership to develop and implement the provisions of state and federal laws and regulations in ways that improve and expand opportunities for all of Virginia's schoolchildren to excel academically.

Goal 7:

Safe and Secure Schools

The Board of Education will provide leadership to create safe and secure school environments.

Board of Education Agenda Item

Item: F. **Date:** April 28, 2011

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations

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

Origin:

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

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

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

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

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

Summary of Major Elements:

Attachment A reflects the financial position of the Literary Fund as of December 31, 2010. The information presented in this report reflects the commitments against the Literary Fund as of December 31, 2010.

Attachment B reflects the currently active projects funded through the Literary Fund as of December 31, 2010.

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

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of December 31, 2010.

Impact on Resources:

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

Timetable for Further Review/Action:

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

Attachment A

STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of December 31, 2010)

Line Reference		December 31, 2010	September 30, 2010	Increase/(Decrease)
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	73,291,722	46,385,553	26,906,169
2.	Temporary loans received from local school boards (secured by promissory notes)	-	-	-
3.	Long-term loans in custody of Virginia Public School Authority (VPSA)	277,676,806	285,370,086	(7,693,280)
4.	Total Principal of Literary Fund	**350,968,528**	**331,755,639**	19,212,889
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
5.	Balance due on active projects (Attachment B)	4,334,686	4,334,686	-
6.	Debt service on VPSA equipment notes [1]	59,803,400	63,510,236	(3,706,836)
7.	Interest rate subsidy [2]	-	-	-
8.	Transfer for Teacher Retirement [3]	139,575,000	141,575,000	(2,000,000)
9.	Required Carry Forward Balance	62,807,678	62,807,678	-
10.	Total of Literary Fund Commitments	**266,520,764**	**272,227,600**	(5,706,836)
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
11.	Cash and investments maintained by State Treasurer (Line 1)	73,291,722	46,385,553	
12.	Less commitments against Literary Fund Revenues (Line 10)	(266,520,764)	(272,227,600)	
13.	**Balance Available to Fund New Projects Currently on Waiting List or (Additional Funds Needed to Meet Commitments)**	**(193,229,042)**	**(225,842,047)**	

NOTES:

[1]Final fiscal year 2011 budget, adopted by the General Assembly on February 27, 2011, and pending signature of Governor, requires $63,510,236 to be set aside for debt service on VPSA equipment notes in fiscal year 2011.

[2]Final fiscal year 2011 budget, adopted by the General Assembly on February 27, 2011, and pending signature of Governor, requires there be no funds set aside for an interest rate subsidy program in fiscal year 2011.

[3]Final fiscal year 2011 budget, adopted by the General Assembly on February 27, 2011, and pending signature of Governor, requires $139,575,000 to be transferred from the Literary Fund in fiscal year 2011.

April, 2011

ACTIVE LITERARY FUND PROJECTS (as of December 31, 2010)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
	No Projects						
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(1,097,125)	234,102	82.41%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	(227,676)	414,063	35.48%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	(6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	-	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	-	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	-	149,896	0.00%
11255	Roanoke City	William Fleming High	2008 Subsidy	1,006,140	-	1,006,140	0.00%
11273	Town of West Point	West Point Middle	2008 Subsidy	41,984	-	41,984	0.00%
11293	Tazewell County	Richlands Elementary	2008 Subsidy	446,045	-	446,045	0.00%
11294	Tazewell County	Tazewell Elementary	2008 Subsidy	483,392	-	483,392	0.00%
11295	Tazewell County	Springville Elementary	2008 Subsidy	243,178	-	243,178	0.00%
11296	Tazewell County	North Tazewell Elementary	2008 Subsidy	324,368	-	324,368	0.00%
11297	Tazewell County	Cedar Bluff Elementary	2008 Subsidy	327,724	-	327,724	0.00%
				$ 5,945,833	**$ (1,611,147)**	**$ 4,334,686**	

April, 2011

Attachment C

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED (as of December 31, 2010)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn

NO PROJECT REIMBURSEMENTS

April, 2011

Board of Education Agenda Item

Item: G. **Date:** April 28, 2011

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations

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

Origin:

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

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

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

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The recommendation for approval of the projects on Attachment A is in accordance with the *Code of Virginia*, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the *Code of Virginia*, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements:

Attachment A reflects two (2) applications that have been reviewed by the Department. These applications have met all of the Board requirements necessary to be approved for a Literary Fund loan.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the two (2) applications totaling $15,000,000 (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds, construction begins on the approved project, and a request for reimbursement is submitted and approved.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed, if found in proper order after review by the Department.

BOARD OF EDUCATION

LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

Literary Fund #	School Division	School	Date Received	Amount	Comment
11319	Wise County	High School A	January 19, 2010	7,500,000	New Construction (Plans Not Received)
11320	Wise County	High School B	January 19, 2010	7,500,000	New Construction (Plans Not Received)

Total: $ 15,000,000

April, 2011

Board of Education Agenda Item

Item: H. **Date:** April 28, 2011

Topic: Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Presenter: Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations

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

Origin:

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

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

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

Previous Review/Action:

_X_ No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:

The Literary Fund regulations of the Board of Education establish two priorities for the Literary Fund Waiting Lists. These priorities are as follows:

Priority 1: Applications from localities having a composite index less than 0.6000 and indebtedness (including the application considered for release of funds) less than $20 million to the Literary Fund (Attachment A).

Priority 2: Applications from localities having a composite index of 0.6000 or above or an indebtedness (including the application considered for release of funds) of $20 million or greater to the Literary Fund (Attachment B).

Attachment C lists the projects that have been removed from the First Priority Waiting List.

Attachment D identifies the Literary Fund applications that are available for release.

Attachment E is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list and are not recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of one element that requires action by the Board of Education. This element is:

1. One project, totaling $7,500,000, has been removed from the Approved Application List (Attachment E). Alleghany County is no longer pursuing the Alleghany High School project.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the action described in the element listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on this action as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	7,500,000	Funding Deferred
2	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	15,000,000	Funding Deferred
3	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	22,500,000	Funding Deferred
4	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	30,000,000	Funding Deferred
5	October, 2007	Prince George County	North Elementary School	2%	7,500,000	37,500,000	Funding Deferred
6	July, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	43,318,691	Funding Deferred
7	July, 2008	Norton City	Norton Elementary School	3%	7,500,000	50,818,691	Funding Deferred
8	July, 2008	Northampton County	Northampton High School	3%	7,500,000	58,318,691	Funding Deferred
9	July, 2008	Lee County	Dryden Elementary School	2%	2,300,000	60,618,691	Funding Deferred
10	July, 2008	Grayson County	West Grayson Elementary School	2%	7,500,000	68,118,691	Funding Deferred
11	October, 2008	Pittsylvania County	Tunstall High School	2%	7,500,000	75,618,691	Funding Deferred
12	October, 2008	Pittsylvania County	Chatham High School	2%	7,500,000	83,118,691	Funding Deferred
13	October, 2008	Wythe County	Rural Retreat High School	2%	7,500,000	90,618,691	Funding Deferred
14	October, 2008	Wythe County	Rural Retreat Middle School	2%	2,600,000	93,218,691	Funding Deferred
15	January, 2009	Warren County	Luray Avenue Middle School	3%	7,500,000	100,718,691	Funding Deferred
16	January, 2009	Grayson County	Fries Elementary School	2%	7,500,000	108,218,691	Funding Deferred
17	January, 2009	Henry County	Magna Vista High School	2%	7,200,000	115,418,691	Funding Deferred
18	January, 2009	Richmond County	Rappahannock High School	3%	250,000	115,668,691	Funding Deferred
19	April, 2009	Giles County	Giles County Technology Center	2%	7,500,000	123,168,691	Funding Deferred
20	April, 2009	Giles County	Eastern Elementary/Middle School	2%	7,500,000	130,668,691	Funding Deferred
21	April, 2009	Nottoway County	Blackstone Primary School	2%	666,667	131,335,358	Funding Deferred
22	April, 2009	Nottoway County	Crewe Primary School	2%	666,667	132,002,025	Funding Deferred
23	April, 2009	Nottoway County	Burkeville Elementary School	2%	666,666	132,668,691	Funding Deferred
24	April, 2009	Fluvanna County[1]	Fluvanna County High School	3%	2,670,000	135,338,691	Funding Deferred
25	July, 2009	Virginia Beach City	Great Neck Middle School	3%	7,500,000	142,838,691	Funding Deferred
26	October, 2009	Washington County[2]	Patrick Henry High School	3%	404,574	143,243,265	Funding Deferred
27	October, 2009	Washington County[2]	Meadowview Elementary School	3%	468,707	143,711,972	Funding Deferred
28	October, 2009	Washington County[2]	Wallace Middle School	3%	72,181	143,784,153	Funding Deferred
29	October, 2009	Washington County[2]	Glade Spring Middle School	3%	510,960	144,295,113	Funding Deferred
30	October, 2009	Washington County[2]	William N. Neff Center	3%	1,183,651	145,478,764	Funding Deferred
31	October, 2010	Buckingham County	Dillwyn Lower Elementary School	2%	7,500,000	152,978,764	Funding Deferred
32	October, 2010	Buckingham County	Dillwyn Upper Elementary School	2%	7,500,000	160,478,764	Funding Deferred

New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education

NO PROJECTS

[1]Literary Fund application amount reduced by the amount that was funded with the issuance of Series 2009-1 VPSA/Qualified School Construction Bonds on November 13, 2009.

[2]Literary Fund application amount reduced by the amount that was funded with the issuance of Series 2010-1 VPSA/Qualified School Construction Bonds on June 28, 2010.

April, 2011

VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status	Comments
1	October, 2008	Pittsylvania County	Dan River High School	2%	7,500,000	7,500,000	Funding Deferred	
2	October, 2008	Pittsylvania County	Gretna High School	2%	7,500,000	15,000,000	Funding Deferred	

April, 2011

VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status

NO PROJECTS

April, 2011

VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

It is recommended that Literary Funds be released for the following projects on the First Priority Waiting List.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total

NO PROJECTS

April, 2011

LITERARY FUND OF VIRGINIA

APPROVED APPLICATION LIST [1]

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status

NO PROJECTS [3]

Notes:

[1] Reflects only those applications not on waiting lists.

[2] Per 8 VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.

[3] Alleghany County's application for the Alleghany High School project has been removed from the Approved Application List. The project is no longer active.

April, 2011

Board of Education Agenda Item

Item: I. **Date:** April 28, 2011

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

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

Telephone Number: 225-2757 **E-Mail Address:** Lan.Neugent@doe.virginia.gov

Origin:

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

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

__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 Superintendent of Public Instruction recommended and the Board of Education accepted the proposed regulations for first review and authorized the Department of Education staff to proceed with the requirements of the Administrative Process Act.

The Attorney General Certification was completed on May 26, 2010.

The review by the Department of Planning and Budget was completed on June 21, 2010.

The review by the Secretary of Education was completed and approved on June 24, 2010.

The review by the Governor was completed and approved on January 3, 2011.

The proposed regulations were submitted to The Virginia Register of Regulations on January 5, 2011 and were published on January 31, 2011, Volume: 27 Issue 11.

A public hearing was offered on March 24, 2011, at 11 a.m. on the 22nd Floor of the James Monroe Building, 101 N. 14th Street, Richmond, Virginia.
The public comment period ended on April 4, 2011.

Background Information:

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

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

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

Summary of Major Elements

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

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

The changes to the regulations since publication of the proposed regulation include: (1) a name change of one career and technical student organization that changed at the national level. When making that change in the definitions, all acronyms and full names were added to the identification of the organizations. (2) The addition of "veteran status" to meet the requirements of Governor's Executive Order 6 (2010).

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Regulations Governing Career and Technical Education (8VAC 20-120-10 et seq.)*

Impact on Resources:

There is no significant impact on the Department of Education resources. It is not anticipated that the proposed changes to the specifications will impose significant costs or administrative burdens on school divisions.

Timetable for Further Review/Action:

No additional review or action is needed.

State Board of Education

Regulations Governing Career and Technical Education

Part I

General Provisions

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

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

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

8VAC20-120-20. Definitions.

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

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

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

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

"Career Clusters and Pathways" means a grouping of occupations and industries based on commonalities. Sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway - ranging from

entry level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways. The States' Career Clusters refers to a clearinghouse for career clusters research, products, services and technical assistance for implementation of the States' Career Clusters Framework for lifelong learning.

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

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

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

"Cooperative education" means a method of ~~instruction that combines career and technical classroom instruction with paid employment directly related to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability.~~ education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with paid employment in any occupation field, which alternation (i) shall be planned and supervised by the school and employer so that each contributes to the education, employability, and career objective of the individual; and (ii) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

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

"Department" means the Virginia Department of Education.

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

~~secondary schools.~~

"Disability" means, with respect to an individual (i) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (ii) a record of such impairment; or (iii) being regarded as having such an impairment.

"Displaced homemaker" means an individual who:

A. (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 60 1 et seq.)not later than 2 years after the date on which the parent applies for assistance under such title; and

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

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

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

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

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

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

~~3. It is nonexpendable;~~

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

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

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

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

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

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

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

"Individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and (i) whose native language is a language other than English; or (ii) who lives in a family or community environment in which a language other than English is the dominant language.

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

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

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

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

"Non-traditional fields" means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

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

"Program of study" (also known as "plan of study") means planning a sequence of academic, career and technical, or other elective courses that (i) incorporate secondary education and postsecondary education elements; (ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (iii) may include the opportunity for secondary

students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and (iv) lead to an industry-recognized credential, license, or certificate and/or an associate degree at the secondary or postsecondary level or a baccalaureate or higher degree at the postsecondary level. (Also see "Academic and Career Plan")

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

"Special populations" means (i) individuals with disabilities; (ii) individuals from economically disadvantaged families, including foster children; (iii) individuals preparing for non-traditional fields; (iv) single parents, including single pregnant women; (v) displaced homemakers; and (vi) individuals with limited English proficiency.

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

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

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

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

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

Part II

Administration of Career and Technical Education Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8VAC20-120-60. [Repealed]

8VAC20-120-70. Reporting requirements.

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

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

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

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

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

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

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

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

8VAC20-120-90. Construction of facilities.

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

Part III

Operation of Career and Technical Education Programs

8VAC20-120-100. Access to career and technical education programs.

Career and technical education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons and [specifically prohibits discrimination on the basis ~~, regardless~~ of race, ~~creed~~, sex ~~age~~, color, ~~disability, or~~ national origin, religion, age, political affiliation, [veteran status,] or against otherwise qualified persons with disabilities.]

8VAC20-120-110. New career and technical education programs.

The need for new ~~occupational~~ career and technical preparation programs shall be based on student interests and labor market ~~demands~~ needs.

8VAC20-120-120. Program requirements.

A. Career and technical education programs shall be competency based and meet the following criteria:

1. Career and technical education programs are aligned with States' Career Clusters and Career Pathways that allow for utilization with academic and career plans;

~~1~~2. State-established, industry-validated competencies are identified and stated;

~~2~~3. Competencies are specified to students prior to instruction;

~~3~~4. Measures for successful performance of individual competencies are identified, stated, and used to evaluate achievement of competencies;

~~4~~5. A system exists for rating and documenting the competency performance of each student; and

~~5~~6. Competencies shall address all aspects of ~~the~~ an industry and ~~Employability~~ workplace readiness skills.

B. Performance measures, as determined by the Department of Education, will be achieved annually.

C. Career and technical education programs must be provided in middle and secondary schools. The middle school must include a minimum of one career and technical offering. Each secondary school shall provide a minimum of three career and technical program areas, to include a minimum of 11 course offerings.

D. Career and technical education programs must provide industry credentialing, certification, and licensure as approved by the Board of Education in order to meet requirements for verified credit.

8VAC20-120-130. Individualized programs for students with disabilities.

Essential competency profiles provided by the Department of Education for career and technical education courses may be modified for students with Individualized Education Programs (IEP~~'~~s) or Section 504 Plans who are enrolled in career and technical education courses. Such modification shall be made in conformance with IEP requirements as stated in *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The modified list of essential competencies must, as a group, be selected so that student attainment of the essential competencies prepares the student for a job or ~~occupation~~ career.

8VAC20-120-140. Cooperative education.

Career and technical education programs using the cooperative education method of instruction shall:

a. develop and follow a ~~A~~ training plan and training agreement ~~shall be developed and followed~~ for each student receiving training through cooperative education. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator, and

~~1. Career and technical education programs using the cooperative education method of instruction shall:~~

~~a. Be limited to an average of 20 students per instructor per class period with no class being more than 24 where the cooperative education method of instruction is required;~~

~~b. Have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training; and~~

b.~~c.~~ specify provisions for instructor travel for on-the-job coordination.

~~2. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator.~~

8VAC20-120-150. Maximum class size.

Enrollments in career and technical education courses shall not exceed the number of individual work stations.

1. Career and technical education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory. The career and technical education courses that have this restriction are published annually by the Virginia Department of Education.

2. Career and technical education courses designed specifically and approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18.

3. Career and technical education courses designed specifically and approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided.

4. Career and technical education programs offering classes that require the cooperative education method of instruction shall:

a. be limited to an average of 20 students per instructor per class period with no class being more than 24, and

b. have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training.

8VAC20-120-160. Career and technical education student organizations.

A. All career and technical education students shall be provided opportunities to participate in instructional activities of the local organization.

B. A career and technical education student organization~~s~~ shall be an integral and active part of each secondary career and technical program (grades 9, 10, 11, 12) offered.

C. Each middle school career and technical education program (grades 6, 7, 8) offered shall include co-curricular instructional activities related to the respective career and technical education student organization.

D. Where dues are collected for membership in such organizations, payment of such dues shall not determine a student's participation in instructional activities of the local organization.

8VAC20-120-170. Student safety.

A. Each career and technical education program shall include health and safety standards, including protective eye devices, that are applicable to the operation of that program, which shall be made an integral part of program instruction.

B. Each career and technical education program shall comply with applicable federal and state laws and regulations related to health and safety.

Virginia
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Final Regulation
Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-120-10 - 170
Regulation title	*Regulations Governing Career and Technical Education*
Action title	Revision of regulations to update all applicable state and federal laws
Date this document prepared	April 5, 2011

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 14 (2010) 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 Carl D. Perkins Career and Technical Education Act of 2006 has expanded to include student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards. Virginia has identified a combination of student competency achievement (existing requirement) with attainment of an industry credential as approved by the Virginia Board of Education. State and federal funds are available to assist school divisions in meeting this requirement. Another substantive addition is the infusion of Career Clusters and Pathways into CTE instructional programs and the use of Program/Plans of Study and/or the Academic and Career Plan to map out students' courses of study based on career assessment and career investigation. One other change to the regulations is one that has a positive fiscal impact on school divisions. That change is requiring maintenance of effort rather than a full equal match of funds when purchasing equipment. All other changes are an inclusion of regulations from other regulatory documents that had not been included in the past, clarifications of existing regulations, and updating wording to reflect current state and federal terminology.

The changes to the regulations since publication of the proposed regulation include: (1) a name change of one career and technical student organization that changed at the national level. When making that change in the definitions, all acronyms and full names were added to the identification of the organizations. (2) The addition of "veteran status" to meet the requirements of Governor's Executive Order 6 (2010).

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 or board taking the action, and (3) the title of the regulation.

The Board of Education approved the final review of the *Regulations Governing Career and Technical Education* at its regular meeting on Thursday, April 28, 2011.

Legal basis

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

The following regulations are all mandatory.

Federal
Carl D. Perkins Career and Technical Education Act of 2006, Titles I, II, and III. (20 USC Part 2301)
EDGAR, Title 34, Code of Federal Regulations (CFR), Part 74.2.
Elementary and Secondary Education Act of 1965, Section 9101
Americans with Disabilities Act of 1990, 42 U.S.C. 12102, §3(2)
Rehabilitation Act of 1973, Section 504

State
Code of Virginia, §§22.1-16, 22.1-253.13:1 – 8, 22.1-227 and 22.1-275
Regulations Establishing Standards for Accrediting Public Schools in Virginia, §§8 VAC 20-131-5 – 360
Regulations Governing Special Education Regulations for Children with Disabilities in Virginia, §8VAC20-81-10, VAC20-81-110
Governor's Executive Order 6 (2010)

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.

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

Substance

Please 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.

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

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

Issues

Please identify the issues associated with the proposed regulatory action, including:
1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;
2) the primary advantages and disadvantages to the agency or the Commonwealth; and
3) other pertinent matters of interest to the regulated community, government officials, and the public.
If there are no disadvantages to the public or the Commonwealth, please indicate.

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

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

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.

Section number	Requirement at proposed stage	What has changed	Rationale for change
8VAC20-120-20. Definitions	"Career and technical student organization" means an organization for	"Career and technical student organizations" means ~~those~~ an organization~~s~~ for individuals	The only changes to the regulation since publication of the

	individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall be (i) National FFA Organization; (ii) Future Business Leaders of America; (iii) Future Educators Association; (iv) Health Occupations Students of America; (v) Family, Career and Community Leaders of America; (vi) DECA: An Association of Marketing Students; (vii) Technology Student Association; (viii) SkillsUSA; and other student organizations that may be approved at the state and national levels. Changes at the beginning of the document were merely noun and verb agreement changes from plural to singular. In keeping with the current federal definition, the reference to "program of work" was broadened to career and technical education activities in general. In addition, at the end of the definition the SkillsUSA name has been corrected to match the national and state title. Finally, Future Educators Association was added because the U.S. Dept. of Education has recognized FEA as a Career and Technical Student Organization. This caused changes in the numbering. No consequences.	enrolled in a career and technical education program~~s~~ that engages in ~~an annual program of work including~~ career and technical education activities ~~that are~~ as an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall be (i) National FFA Organization [(Formerly known as Future Farmers of America); (ii) Future Business Leaders of America (FBLA); (iii) Future Educators Association (FEA); (iv) Health Occupations Students of America (HOSA); (v) Family, Career and Community Leaders of America (FCCLA); (vi) DECA (Formerly known as DECA: An Association of Marketing Students); (vii) Technology Student Association (TSA);] (viii) SkillsUSA; and other student organizations that may be approved at the state and national levels. The only changes to the regulations since publication of the proposed regulation included a name change of one career and technical student organization that changed at the national level. When making that change in the definitions, all acronyms and full names were added to the identification of the organizations.	proposed regulation included a name change of one career and technical student organization that changed at the national level after the submission of the proposed regulations. When making that change in the definitions, all acronyms and full names were added to the identification of the organizations for clarity.

8VAC20-120-100. Access to career and technical education programs	Career and technical education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons and specifically prohibits discrimination on the basis ~~, regardless~~ of race, ~~creed~~, sex ~~age~~, color, ~~disability, or~~ national origin, religion, age, political affiliation, or against otherwise qualified persons with disabilities.	Career and technical education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons and specifically prohibits discrimination on the basis ~~, regardless~~ of race, ~~creed~~, sex ~~age~~, color, ~~disability, or~~ national origin, religion, age, political affiliation, [veteran status,] or against otherwise qualified persons with disabilities.	The addition of "veteran status" to meet the requirements of Governor's Executive Order 6 (2010). The Office of Career and Technical Education began making proposed changes to the regulations in January 2010, and the Governor's Executive Order was signed in February 2010.

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.

Commenter	Comment	Agency response
Lisa	It looks great and also very informative...keep going..	No change made in proposed provisions

Only one comment in the Town Hall was submitted. Two other comments (same person, same day) are considered spam. No comments were made at the public hearing on March 24, 2011. No comments were submitted to the Office of Career and Technical Education.

All changes made in this regulatory action

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

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, rationale, and consequences
8VAC20-	N/A	§22.1-216	§22.1-16. Typographical error

120-10 (Definitions)			No consequences.
8VAC20-120-10 (Definitions)	N/A	Carl D. Perkins Vocational Education Act of 1999	Carl D. Perkins Career and Technical Education Act of 2006. Federal law was reauthorized in 2006. Name changed in the new law. No consequences.
8VAC20-120-10 (Definitions)	N/A	Carl D. Perkins Vocational Education Act of 1999	Carl D. Perkins Career and Technical Education Act of 2006. Federal law was reauthorized in 2006. Name changed in the new law. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	New definition--"Academic and Career Plan" means the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education. (Also see "Program of Study.") The academic and career plan is referenced in the proposed regulations, §8VAC20-120-120, and the definition is for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	"All aspects of an industry" includes, with respect to a particular industry that a student is preparing to enter: planning, management, finances, technical and production skills, underlying principles of technology, labor and environmental issues related to that industry.	"All aspects of an industry" means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. The definition is changed to match the wording of the current Perkins law. This provides a broader approach to implementation of the federal requirement, and would be easier to implement locally. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Board" means the Virginia Board of Education.	"Board" means that the Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Carl D. Perkins Career and Technical Education Act of 2006 and any new amendments or acts, and as such shall promote and administer the provision of agricultur~~e~~al education, business and information technology, marketing, ~~home economics~~ family and consumer sciences, health and medical services, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to § 22.1-26, postsecondary institutions, and

			other eligible institutions for youth and adults. The definition has been expanded to clearly indicate the role of the Board as defined by the Virginia Code. Strikethroughs above are used to update the program area titles. This definition is not a change to the Board role—it is a more specific explanation. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	"Career Clusters and Pathways" means a grouping of occupations and industries based on commonalities. Sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways. The States' Career Cluster refers to a clearinghouse for career clusters research, products, services and technical assistance for implementation of the States' Career Clusters Framework for lifelong learning. Reference to career clusters and pathways is in the proposed regulations, §8VAC20-120-120. This definition is added to assist localities when working with the proposed requirement. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Career and technical student organizations" means those organizations for individuals enrolled in career and technical education programs that engage in an annual program of work including activities that are an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall	"Career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. These organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level; if so, these organizations shall be (i) National FFA Organization [Formerly known as Future Farmers of America); (ii) Future Business Leaders of America (FBLA); (iii) Future Educators Association (FEA); (iv) Health Occupations Students of America (HOSA); (v) Family, Career

		be (i) National FFA Organization; (ii) Future Business Leaders of America; (iii) Health Occupations Students of America; (iv) Family, Career and Community Leaders of America; (v) DECA: An Association of Marketing Students; (vi) Technology Student Association; (vii) SkillsUSA—VICA.	and Community Leaders of America (FCCLA); (vi) DECA (Formerly known as DECA: An Association of Marketing Students; (vii) Technology Student Association (TSA);] (viii) SkillsUSA; and other student organizations that may be approved at the state and national levels. Changes at the beginning of the document were merely noun and verb agreement changes from plural to singular. In keeping with the current federal definition, the reference to "program of work" was broadened to career and technical education activities in general. In addition, at the end of the definition the SkillsUSA name has been corrected to match the national and state title. Future Educators Association was added because the U.S. Dept. of Education has recognized FEA as a Career and Technical Student Organization. This caused changes in the numbering. The only changes to the regulation since publication of the proposed regulation included a name change of one career and technical student organization that changed at the national level. When making that change in the definitions, all acronyms and full names were added to the identification of the organizations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds.	"Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds. There is no change to the definition. It has been moved under the definition of "entitlement." No consequences.
8VAC20-120-20 (Definitions)	N/A	"Competency-based education" means an instructional system that focuses on competencies needed for specific jobs, evaluation of student progress based on standards of the occupation or field, and the maintenance of student records of achievement in skill development.	"Competency-based education" means relevant learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, workplace readiness skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. Evaluation of student progress is based on standards of the occupation or field and the maintenance of student records of achievement in skill development.

			The definition has been enhanced to reflect the academic rigor required by the current Perkins law. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Cooperative education" means a method of instruction that combines career and technical classroom instruction with paid employment directly related to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objectives and employability.	"Cooperative education" means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with paid employment in any occupation field, which alternation— (A) shall be planned and supervised by the school and employer so that each contributes to the education, employability, and career objective of the individual; and (B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. The definition has been revised to reflect the current Perkins definition. One addition was made (Virginia may add to the federal regulations but not delete from them) by adding the word “paid” before employment. This used to be part of the federal definition and has been the state definition for decades. There is no consequence on school divisions because it is a current state guideline and because there are other work-based methods of instruction, such as internship and shadowing, that do not require paid experiences. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Disadvantaged" means individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance to enable them to succeed in career and technical education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from or who are identified as potential dropouts from secondary	The proposed regulations delete this definition as it is no longer used in the current state and federal regulations. The current acceptable definition is for “disability.” See addition of definition for “disability” added below. No consequences.

		schools.	
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Disability" means, with respect to an individual— (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such impairment; or (C) being regarded as having such an impairment. The term is used in the proposed regulations in §8VAC20-120-100. This definition has been added to reflect current state and federal regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Displaced homemaker" means an individual who— (A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 60 1 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Added definition to clarify text of proposed regulations and to reflect current federal definition. This term is mentioned in the definition of special populations in the proposed regulations, §8VAC20-120-20, so this is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Employability skills" means the generic skills related to seeking, obtaining, keeping, and advancing in an occupation.	This definition has been eliminated in lieu of the more recognized, acceptable, and broader term, "workplace readiness skills (WRS)." See definition for WRS below. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Entitlement" means the amount of funding a local education agency is eligible to receive, subject to state or	"Entitlement" means the amount of funding a local education agency is eligible to receive, subject to state or federal regulations and the availability of

		federal regulations and the availability of funds.	funds. "Categorical entitlement" means the amount of funding a local education agency is eligible to receive for a specific purpose, subject to state or federal regulations and the availability of funds. As mentioned above under "categorical entitlement," this has been added under the broader definition of "categorical." This change is merely to help users find the two definitions more easily. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Equipment" means any instrument, machine, apparatus, or set of articles which meets all of the following criteria: 1. It retains its original shape, appearance, and character with use; 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance; 3. It is nonexpendable; 4. Under normal use, it can be expected to serve its principal purpose for at least one year; and 5. Excludes supplies and materials as defined by the Virginia Department of Planning and Budget's Expenditure Structure, May 2001.	"Equipment" means tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year. This change is in keeping with the current EDGAR regulations. The detail is included in the CTE equipment list document, but is not needed here. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Federal program monitoring" means monitoring and evaluating program effectiveness and assuring compliance with all applicable state and federal laws. Federal program monitoring (FPM) is mentioned in the text of the proposed regulations, §8VAC20-120-70, so this definition is provided. FPM is not a new requirement for localities, so there are no new consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Individualized education program (IEP)" means a written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with this chapter. The IEP specifies the individual educational needs

			of the child and what special education and related services are necessary to meet the child's educational needs. This term is mentioned in the proposed regulations, §8VAC20-120-130, so this is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and— (A) whose native language is a language other than English; or (B_who lives in a family or community environment in which a language other than English is the dominant language. This term is mentioned in the definition of special populations in the proposed regulations, §8VAC20-120-20, so this federal definition is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	"Industry credential" means the successful completion of an industry certification examination or an occupational competency assessment in a career and technical education field that confers certification of skills and knowledge from a recognized industry or trade or professional association or the acquiring of a professional license in a career and technical education field from the Commonwealth of Virginia. The certification examination or occupational competency assessment used to verify student achievement must be approved by the Board of Education. Industry credentialing is practiced in Virginia to meet federal and state requirements. It is referenced in §8VAC20-120-120 of the proposed regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Local career and technical education plan" means a document submitted by a local education agency as prescribed by the Board of Education setting forth proposed career and technical education programs, services, activities, and specific	"Local career and technical education plan" means a document submitted by a local education agency as prescribed by the Board of Education describing how the career and technical education programs required for funding will be maintained and how career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Perkins'

		assurances of compliance with federal regulations.	Accountability, Section 113. This proposed definition is in keeping with the current Perkins regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Local education agency" means the local school division responsible for providing educational services to students; a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, town, school division, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a career and technical education program.	"Local education agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. The proposed definition is consistent with the current definition in federal regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	“Maintenance of effort” means the assurance that localities continue to provide funding for CTE programs at least at the level of support of the previous year. The definition reflects the federal definition and is mentioned in the proposed change to section 8VAC20-120-80, 2. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	“Non-traditional fields” means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. This term is mentioned in the definition of special populations in the proposed regulations, §8VAC20-120-20, so this is provided for clarification. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	“Performance measures” means core indicators of performance for career and technical education students at the secondary level that are valid and reliable and that include measures identified in the Accountability section of the Carl D. Perkins Career and Technical Education Act of 2006.

			New definition to reflect new 2006 federal requirement. This is referenced in §8VAC20-120-30 of the proposed regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	The definition was not applicable when the 2003 regulations were written.	"Program of study" (also known as "plan of study") means planning a sequence of academic, career and technical, or other elective courses that— (A) incorporate secondary education and postsecondary education elements; (B) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (C) may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and (D) lead to an industry-recognized credential, license, or certificate and/or an associate degree at the secondary or postsecondary level or a baccalaureate or higher degree at the postsecondary level. (Also see "Academic and Career Plan") Added definition to clarify text of proposed regulations, §8VAC20-120-120, and to reflect current federal definition. The term academic and career plan is the exact reference in the text of the proposed regulations; however, as the definitions will explain, career pathway programs/plans of study and academic and career plans are used interchangeably. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Section 504" means that section of the Rehabilitation Act of 1973 that is designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance.	"Section 504" means that section of the Rehabilitation Act of 1973, as amended, that is designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance. Added "as amended" to reflect current

			Special Education Regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Special populations" means - (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; (F) individuals with limited English proficiency. Added definition to reflect current Special Education Regulations. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Training agreement" means a formal document, signed by the instructor, employer, parent or guardian, student, and school administrator, which states the requirements affecting the cooperative education student, the terms of the student's employment, and the responsibilities of all parties involved.	"Training agreement" means a written statement of commitment from the student, the parent, the training station supervisor, and the teacher-coordinator. It is a required, formal document that spells out the responsibilities of all involved parties in the cooperative education method of instruction. (A recommended format is available from the Department of Education.) The definition has been streamlined for clarity. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Training plan" means a formal document that identifies classroom and on-the-job instruction which contributes to the employability and ongoing development of each cooperative education student. (A recommended format is available from the Department of Education.)	"Training plan" means a required, formal document that identifies classroom and on-the-job instruction that contributes to the employability and ongoing development of each cooperative education student. (A recommended format is available from the Department of Education.) Because the training plan is (and has been) identified as a required document in the text (§8VAC20-120-140) of the regulations, the word "required" has been added to the definition. Changing "which" to "that" was a grammatical change. No consequences.
8VAC20-120-20 (Definitions)	N/A	"Work station" means an area in a classroom/ laboratory that includes the necessary environment, instructional and consumable materials and equipment to enable each student to accomplish competencies	"Work station" means an area in a classroom/laboratory that includes the necessary environment, instructional and consumable materials, and equipment to enable each student to accomplish competencies within a career and technical education course.

		within a career and technical education course.	Added comma for correct punctuation (comma in a series) and for clarification in reading. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Workplace readiness skills" means a list of personal qualities and people skills, professional knowledge and skills, and technology knowledge and skills identified by Virginia employers that are essential for individual workplace success and critical to Virginia's economic competitiveness. These skills will be updated as required. Term is in proposed regulations (§8VAC20-120-120) and reflects current federal Perkins terminology. No consequences.
8VAC20-120-20 (Definitions)	N/A	This was not included in the 2003 regulations.	"Verified unit of credit or verified credit" means credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the Board of Education as part of the Virginia assessment program. This definition is added to help clarify the proposed regulations in §8VAC20-120-120. No consequences.
8VAC20-120-30 2, c.	N/A	c. Equipment included on the Recommended Equipment Approved for Career and Technical Education Programs lists by the Department of Education; and	c. Equipment included on the Recommended Equipment Approved for Career and Technical Education Programs lists by the Department of Education or local option approved by the Department of Education; Virginia's CTE equipment list guidelines have always allowed school divisions to ask for special approvals on items not listed. It is helpful to show that option in the regulation. No consequences.
8VAC20-120-30 2, d.	N/A	d. Adult occupational career and technical education to provide opportunities for adults to prepare for initial employment, retraining, or career advancement;	d. Adult occupational career and technical education to provide opportunities for adults to prepare for initial employment, retraining, or career advancement; and An item "e" is added to the proposed regulations, causing the need to insert the word "and" at the end of "d." No consequences.
8VAC20-120-30 2, e.	N/A	This was not included in the 2003 regulations.	e. Funding for industry credentials appearing on the Virginia Board of Education approved list. This is added to the section indicating

			state/federal financial assistance. Categorical funding is now available to students who take industry credentials approved by the Virginai Board of Education. No consequences.
8VAC20-120-30 3.	N/A	This was not included in the 2003 regulations.	3. No less than sixty percent of federal funds may be expended on "required" expenditures, and up to forty percent may be spent on "permissive" uses of funds, as identified in the Carl D. Perkins Career and Technical Education Act of 2006 (§ 135 Local Uses of Funds), required and permissive uses of funds. If a school division does not meet Perkins performance measures, then the Department may direct local expenditures toward required uses of funds to improve the division's performance. This language has been added to better explain the federal financial assistance through the Perkins grant. The Perkins Act does not specify the percentages—it leaves that determination up to the states. Virginia has used that percentage breakdown for many years because Perkins does expect the localities to meet the "required uses." If performance measures required by Perkins are not met locally, members of the Office of Career and Technical Education are able to guide the localities in spending their funds on required uses that will help improve performance. The directions and guidelines for division personnel when completing their Local Plan and Budget that is submitted to the Department for approval in spending their Perkins allocations have always indicated the 60/40 percentage split. This is the first time it has been written into the *Regulations Governing Career and Technical Education*. No consequences.
8VAC20-120-40	N/A	Each eligible participant shall submit to the Department of Education a local career and technical education plan for review and approval. The local plan will be submitted as specified in federal legislation. In addition to the local career and technical education plan, an annual budget funding application will be submitted to the department for review and	Each eligible participant shall submit to the Department of Education a local career and technical education plan for review and approval. The local plan will be submitted as specified in federal legislation. ~~In addition to the local career and technical education plan, A~~an annual budget funding application ~~will~~ shall be submitted to the department for review and approval. The deletions and addition were made to leave open future possibility for change in

		approval.	frequency of plan submission but require annual budget submission. No consequences.
8VAC20-120-50	N/A	Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation and evaluation of the local plan and application.	Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application. A comma was added before "and" at the end of the statement to use correct punctuation (comma in a series). No consequences.
8VAC20-120-50 1.	N/A	1. Councils shall be composed of members of the public, including students, teachers, parents and representatives from business, industry, and labor, with appropriate representation of both sexes and racial and ethnic minorities found in the school, community, or region served by the council.	1. Councils shall be composed of members of the public, including students, teachers, parents, and representatives from business, industry, and labor, with appropriate representation of both sexes and racial and ethnic groups found in the school, community, or region served by the council. The word "minorities" was changed to "groups" to be consistent with current federal terminology. No consequences.
8VAC20-120-50 2.	N/A	2. The council shall meet at regular intervals during the year to assist in the planning, implementing and assessing of career and technical education programs.	2. The council shall meet at regular intervals during the year to assist in the planning, implementing, and assessing of career and technical education programs. A comma was added before "and" in the middle of the statement to use correct punctuation (comma in a series). No consequences.
8VAC20-120-70	N/A	Local education agencies shall provide data on career and technical education for federal and state accountability requirements, planning and evaluation as prescribed by federal legislation and the Department of Education.	Local education agencies shall provide data on career and technical education for federal and state accountability requirements, planning, and evaluation as prescribed by federal legislation and the Department of Education. A comma was inserted behind "planning" for correct punctuation (comma in a series) and for clarity of reading.
8VAC20-120-70	N/A	This was not included in the 2003 regulations.	Local Education Agencies (LEA) shall participate in the federal program monitoring process as prescribed by the Department of Education and as required by the Carl D. Perkins Career and Technical Education Act of 2006.

			This requirement has been a federal mandate in the past, so the requirement is added here for awareness. No consequences.
8VAC20-120-80	N/A	Local education agencies shall maintain a current inventory of all Equipment items purchased in whole or in part with federal or state funds.	Local education agencies shall maintain a current inventory of all e~~E~~quipment items purchased in whole or in part with federal or state funds. Changed from capital letter to low case letter. No consequences.
8VAC20-120-80 2.	N/A	2. Include a local match equal to the amount of state funding;	2. Include local funding that would provide maintenance of effort; Only the state is required to include a local match to federal funds, so that wording is eliminated. However, localities must continue to meet maintenance of effort. The consequences would be that this is a benefit to school divisions to no longer equally match funds. As allocations go up, the maintenance of effort remains the same.
8VAC20-120-80 3.	N/A	3. Be listed on the Recommended Equipment Approved for Career and Technical Education Programs lists provided by the department.	3. Be itemized on the Recommended Equipment Approved for Career and Technical Education Programs lists provided by the Department of Education or local option approved by the Department of Education. • The word "listed" is replaced with "itemized" because the word "list" is used elsewhere in the statement. • "Department" has been clarified as the Department of Education. • Virginia's CTE equipment list guidelines have always allowed school divisions to ask for special approvals on items not listed. It is helpful to show that option in the regulation. No consequences.
8VAC20-120-80 3. (paragraph 2)		Equipment purchased with combined state and federal funds must be used in accordance with provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998, and acquired and disposed of in accordance with federal Education Department General Administrative Regulations (EDGAR) and appropriate state procurement laws and regulations.	Equipment purchased with combined state and federal funds must be used in accordance with provisions of the Carl D. Perkins Career and Technical Education Act of 2006, and acquired and disposed of in accordance with federal Education Department General Administrative Regulations (EDGAR) and appropriate state procurement laws and regulations. Federal law was amended in 2006. Name changed in the new law. No consequences.
8VAC20-	N/A	Career and technical	Career and technical education programs

120-100		education programs administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons, regardless of sex, race, creed, age, color, disability, or national origin.	administered by local education agencies receiving federal or state education funds shall be made equally available and accessible to all persons and specifically prohibits discrimination on the basis ~~, regardless~~ of race, ~~creed~~, sex, ~~age,~~ color, ~~disability, or~~ national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities. Deletions and additions were made to keep the statement consistent with the most recent Governor's Executive Order 6 (2010). No consequences.
8VAC20-120-110	N/A	The need for new occupational preparation programs shall be based on student and labor market demands.	The need for new career and technical preparation programs shall be based on student interests and labor market needs. The terminology has been updated to reflect current language in the federal regulations. It also reflects exactly what is requested on the state form for reporting new programs. No consequences.
8VAC20-120-120	N/A	Career and technical education programs shall be competency based and meet the following criteria:	A. Career and technical education programs shall be competency based and meet the following criteria: "B." has been added to this section, so "A." was inserted. No consequences.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	1. Career and technical education programs are aligned with States' Career Clusters and Career Pathways that allow for utilization within academic and career plans; This was added to reflect the requirements of 2006 Perkins grant and the 2009 Standards of Accreditation. The consequences are that there will be additional work involved in implementing the academic and career plan, but that is not a requirement proposed in these regulations—it is just referenced in these regulations.
8VAC20-120-120	N/A	1. State-established, industry-validated competencies are identified and stated; 2. Competencies are specified to students prior to instruction; 3. Measures for successful	2. State-established, industry-validated competencies are identified and stated; 3. Competencies are specified to students prior to instruction; 4. Measures for successful performance of individual competencies are identified, stated, and used to evaluate achievement of competencies;

		performance of individual competencies are identified, stated, and used to evaluate achievement of competencies; 4. A system exists for rating and documenting the competency performance of each student; and	5. A system exists for rating and documenting the competency performance of each student; and Because a new "1." was inserted above, the numbers were changed appropriately. No consequences.
8VAC20-120-120	N/A	5. Competencies shall address all aspects of the industry and Employability skills.	6. Competencies shall address all aspects of an industry and workplace readiness skills. Numerical change is due to the new "1." that was inserted. The wording changes are to reflect state and federal current terminology. No consequences.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	B. Performance measures, as determined by the Department of Education, will be achieved annually. The requirements for meeting state adjusted performance levels changed with the 2006 Perkins regulations. Virginia's current requirement for localities involves a competency attainment and the attainment of an approved industry credential for program completers. State and federal funds are available to localities for industry credentialing. This new federal requirement does mean consequences of time and funding, but as stated above, there are federal and state funds available to assist localities. The benefit is the increased rigor in the instructional programs.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	C. Career and technical education programs must be provided in middle and secondary schools. The middle school must include a minimum of one career and technical offering. Each secondary school shall provide a minimum of three career and technical program areas, to include a minimum of 11 course offerings. This is not a new regulation. It is and has been in the Virginia Standards of Accreditation. We have inserted the regulation here for awareness. No consequences.
8VAC20-120-120	N/A	This was not included in the 2003 regulations.	D. Career and technical education programs must provide industry credentialing, certification, and licensure as approved by the Board of Education in order to meet

			requirements for verified credit. This has been added to indicate provisions for a student verified credit as identified in the Virginia Standards of Accreditation. State and federal funds are available to localities for industry credentialing. Providing credentialing does mean consequences of time and funding, but as stated above, there are federal and state funds available to assist localities. The benefit is the increased rigor in the instructional programs.
8VAC20-120-130	N/A	Essential competency profiles provided by the Department of Education for career and technical education courses may be modified for students with Individualized Education Programs (IEP's) or Section 504 Plans who are enrolled in career and technical education courses. Such modification shall be made in conformance with IEP requirements as stated in *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The modified list of essential competencies must, as a group, be selected so that student attainment of the essential competencies prepares the student for a job or occupation.	Essential competency profiles provided by the Department of Education for career and technical education courses may be modified for students with Individualized Education Programs (IEP'~~s~~) or Section 504 Plans who are enrolled in career and technical education courses. Such modification shall be made in conformance with IEP requirements as stated in *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The modified list of essential competencies must, as a group, be selected so that student attainment of the essential competencies prepares the student for a job or ~~occupation~~ career. The apostrophe and "s" was deleted from "IEPs" to correct the punctuation. Terminology is updated for current usage in state and federal regulations. No consequences.
8VAC20-120-140	N/A	A training plan and training agreement shall be developed and followed for each student receiving training through cooperative education. 1. Career and technical education programs using the cooperative education method of instruction shall: a. Be limited to an average of 20 students per instructor per class period with no class being more than 24 where the cooperative	Career and technical education programs using the cooperative education method of instruction shall: a. develop and follow a~~A~~ training plan and training agreement ~~shall be developed and followed~~ for each student receiving training through cooperative education. Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator, and ~~1. Career and technical education programs using the cooperative education method of instruction shall:~~ ~~a. Be limited to an average of 20 students~~

		education method of instruction is required; b. Have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training; and c. Specify provisions for instructor travel for on-the-job coordination. 2. Parties to the training agreement shall include the student, parent, or guardian, instructor, employer, and a school administrator.	~~per instructor per class period with no class being more than 24 where the cooperative education method of instruction is required;~~ ~~b. Have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training; and~~ b.~~c.~~ specify provisions for instructor travel for on-the-job coordination. ~~2. Parties to the training agreement shall include the student, parent or Guardian~~ All references to class size have been moved to §8VAC20-120-150—Maximum class size. The remaining requirements have been reworded and reformatted to accommodate the deletion. No requirements were changed. No consequences.
8VAC20-120-150 1.	N/A	1. Career and technical education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory.	1. Career and technical education laboratory classes that use equipment that has been identified by the U.S. Department of Labor for hazardous occupations shall be limited to a maximum of 20 students per laboratory. The career and technical education courses that have this restriction are published annually by the Virginia Department of Education. The last sentence has been added for awareness. No consequences.
8VAC20-120-150 2.	N/A	2. Career and technical education courses approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18.	2. Career and technical education courses designed specifically and approved for students who are disadvantaged shall be limited to an average of 15 students per instructor per class period with no class being more than 18. The wording, “designed specifically,” has been added for clarification. No consequences.
8VAC20-120-150 3.	N/A	3. Career and technical education courses approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students	3. Career and technical education courses designed specifically and approved for students with disabilities shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional

		per class period with no class being more than 15 where an instructional aide is provided.	aide is provided. The wording, "designed specifically," has been added for clarification. No consequences.
8VAC20-120-150 4.	N/A	This was not included in this particular section in the 2003 regulations. It was included in "1. a." of §8VAC20-120-140.	4. Career and technical education programs offering classes that require the cooperative education method of instruction shall: a. be limited to an average of 20 students per instructor per class period with no class being more than 24, and b. have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training. This is not a new requirement. It has been added to §8VAC20-120-150-4. because it is relevant to class size. No consequences.
8VAC20-120-160 B.	N/A	B. A career and technical education student organizations shall be an integral and active part of each secondary career and technical program (grades 9, 10, 11, 12) offered.	B. A career and technical education student organization~~s~~ shall be an integral and active part of each secondary career and technical program (grades 9, 10, 11, 12) offered. "S" has been deleted from "organizations" to make the sentence grammatically correct. No consequences.
8VAC20-120-170 A.	N/A	A. Each career and technical education program shall include health and safety standards that are applicable to the operation of that program, which shall be made an integral part of program instruction.	A. Each career and technical education program shall include health and safety standards, including protective eye devices, that are applicable to the operation of that program, which shall be made an integral part of program instruction. The wording, "including protective eye devices" has been added to be consistent with Virginia Code. No consequences.

Regulatory flexibility analysis

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

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

These regulations do not impact small business.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

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

Board of Education Agenda Item

Item: J. **Date:** April 28, 2011

Topic: Final Review of a Request for Continuation of an Alternative Accreditation Plan from Danville City Public Schools for J. M. Langston Focus School

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement. Division of Student Assessment and School Improvement
Dr. Sue B. Davis, Superintendent, Danville 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: _____

_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 24, 2011
action Board accepted for first review the proposed alternative accreditation plan

Background Information:

Section 8 VAC 20-131-280 C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

> Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in §22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Virginia Board of Education (VBOE). Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the VBOE to grant waivers to certain provisions of the standards.

Summary of Major Elements

Danville City Public Schools is seeking an extension of an alternative accreditation plan for J. M. Langton School. The VBOE approved the first alternative accreditation plan in September 2007. Since that time, the school has not met the *Standards of Accreditation* targets. The school demonstrated an increase in English, mathematics, and history over the past three years:

Unadjusted AYP Pass Rates	**2007-2008**	**2008-2009**	**2009-2010**
	Percent Passing		
English Performance			
All Students	42%	58%	68%
Mathematics Performance			
All Students	15%	52%	68%
History Performance			
All Students	42%	60%	62%
Science Performance			
All Students	40%	61%	60%

The following data was used to determine the alternative accreditation status (*Accredited with Warning*) of J. M. Langston Focus School for the 2010-2011 year based on data from the 2009-2010 year:

Table 1

SOL Core Subject Index Points

Number of Students	**SOL Scaled Score**	**Points Awarded for Each Proficiency Level**	**Points Awarded**
10	600-500	100	1000
214	499-400	90	19260
9	399-375	70	630
152	Below 400 where a basic score is not available	0	0
Total Number of Points Awarded			**20890**
(A) Total Number of Points Awarded			20890
(B) Total Number of Grades 6-12 Tests Administered			376
SOL Core Subject Index Score = (A)/(B)			**55.6**

Table 2

Additional Index Points

Course GPA of students completing the College Success Skills at Danville Community College meets or exceeds 3.0 for 80% of completers	**2**

Table 3

Alternate Accreditation Composite Index Score Calculations

Categories	
SOL Core Subject Index Score = (A)/(B)	55.6
Total Number of Additional Index Points (up to 8 points)	2.0
Alternative Accreditation Composite Index Score = [(A)/(B)] +	
Total Number of Additional Index Points (up to 8 points)	**57.6**

The proposed alternative education plan, Attachment A, includes both student achievement and graduation criteria since the graduation and completion index becomes an accreditation criteria for ratings awarded in 2011-2012.

Danville City Public Schools is requesting waivers from specific provisions of sections 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B. Foreign language, music and career and technical education are not provided in the middle grades. At the secondary level, foreign language and advanced placement courses are not provided. Danville City Public Schools is requesting the following waivers:

> 8 VAC 20-131-90. Instructional program in middle schools
> Music, foreign language, and career and technical exploration
>
> 8 VAC 20-131-100. Instructional program in secondary schools
> Foreign language and Advanced Placement (AP) courses

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the request for a continuation of an alternative accreditation plan from Danville City Public Schools for J. M. Langston Focus School for the accreditation cycle beginning in September 2011 through September 2013.

Impact on Resources:
None

Timetable for Further Review/Action:
None

Attachment A

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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.). 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 August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

December 2, 2010 Date Approved by the Local School Board	George M. Wilson Signature Chairman of the School Board
December 3, 2010 Submission Date	Sue B. Davis Signature Division Superintendent

DANVILLE PUBLIC SCHOOLS
J. M. LANGSTON FOCUS SCHOOL
DANVILLE, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

INTRODUCTION:

J. M. Langston Focus School is in its fourth year as an alternative school in the Danville Public School System. Langston meets the state definition of a special purpose school and seeks approval for an alternative accreditation plan as provided in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Part VIII, Section 8 VAC 20-131-280 D.

INTENT:

- To prepare students in grades 6-8 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete middle grade content with the goal of promotion to high school.

- To prepare students in grades 9-12 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete secondary grade content and earn a standard diploma.

VISION/MISSION:

J. M. Langston Focus School is designed to foster a learning environment for middle and secondary grade students who have experienced academic and behavior difficulties in a traditional education environment.

TARGET POPULATION:

J. M. Langston Focus School serves students in grades 6-8 and 9-12 who are overage, under credited, and are deficient in reading and/or math as measured by Istation's Indicators of Progress and/or the result of the Algebra Readiness Diagnostic Test (ARDT) and/or who continuously experience behavior deficits that are outlined in the school board's *Student Standards of Conduct*.

INSTRUCTIONAL PROGRAM:

- The academic program for grades 6-8 will focus on reading, writing and mathematics. Students will receive instruction in organization and study skills as well as goal setting and problem-solving strategies. Interdisciplinary instruction will address the history and science content that is necessary for students to be successful in 9th grade entry level classes. The academic program for grades 9-12 will focus on the four core subject areas English, mathematics, history and social science, and science. Students will receive instruction and guidance in goal setting, career awareness, and post-secondary education.
- Students will be administered Istation's Indicators of Progress in reading and/or ARDT mathematics, respectively, at the beginning of the school year and periodically throughout the year to assist teachers with the development of a differentiated instructional program that addresses the needs of each student.
- Students in grades 6-12 students will have opportunities for career exploration using internet resources. Students will take aptitude and interest inventories to be used in planning academic and vocational choices.
- Credit recovery programs will be provided to students in grades 9-12 using on-site technology and after-school programs.

- Students will be given additional time to master specific course objectives, particularly in courses that have an end-of- course (EOC)/*Standards of Learning* (SOL) test. This decision will be based on students' six weeks benchmark assessment scores, or social/environmental issues.
- A 30-minute lunch and recess will allow students time to eat and engage in physical activities.

STAFFING:
J. M. Langston Focus School is staffed with a faculty of highly qualified teachers certified to teach the core subject areas proposed. The teacher/pupil ratio in grades 6-12 will be limited to 1:15 per class. Paraprofessionals will be assigned to the school to serve as instructional assistants. Pupil support services will be on-site to assist students in grades 6-12 and their families with issues that serve as barriers to academic and behavior successes.

STUDENT ASSESSMENT AND EVALUATION:
Istation's Indicators of Progress and/or ARDT will be administered to all students at the beginning of the school year. The results will be used as baseline data for the students and to assist in instructional planning. Students will be administered benchmark assessments each six weeks in the core subject area with the achievement data tracked and analyzed. Students in grades 6-12 will participate in the Virginia Standards of Learning Assessment Program.

WAIVER REQUESTED:
Waivers are requested from sections 8 VAC 20-131-90 and 8 VAC 20-131-100 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as follows:

<u>8 VAC 20-131-90. Instructional program in middle schools</u>
Music, foreign language, and career and technical exploration

<u>8 VAC 20-131-100. Instructional program in secondary schools</u>
Foreign language and Advanced Placement (AP) courses

ACCREDITATION:

Alternate SOL Core Subject Composite Index Point System

Students in grades 6-12 will participate in grade level SOL tests and end-of-course tests as required by No Child Left Behind and *Standards of Accreditation*. Student performance for accreditation will be determined based on students passing the following SOL tests: grades 6-7 reading, grades 6-7 mathematics, and content specific history; grade 8 reading, writing, mathematics, content specific history, and science; and SOL end-of-course tests. The SOL scores of students, who receive an AYP Adjustment Code of A, B, or C, will be considered transfer students for the purpose of calculating the state accreditation rating. See *Clarification on the Application of AYP Adjustment Codes* in Appendix A.

Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation. An Alternate SOL Core Subject Composite

Index score of at least 70 points and an Alternate Graduation and Completion Composite Index score of 85 points must be earned for J. M. Langston Focus School to meet fully accredited status.

The SOL Core Subject Index includes points assigned for student performance on each of the SOL tests and additional other subject area indicators. The SOL test component of the Alternate SOL Core Subject Composite Index will be calculated by multiplying the number of grades 6-12 tests receiving a Tier I score by 100; the number of grades 6-12 tests receiving a Tier II score by 95; the number of grades 6-12 tests receiving a Tier III score by 85; and the number of grades 6-12 tests receiving a Tier IV score by 0. The total points awarded will be divided by the total number of tests administered. The criteria for the inclusion or exclusion of a test score will be based on those used in calculating AYP. See Table 1.

Table 1

SOL Core Subject Index Points

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	600-500	Tier I	100	
	499-400	Tier II	95	
	399-375	Tier III	85	
	Below 375	Tier IV	0	
(A)Total Number of Points Awarded				
(B)Total Number of Grades 6-12 Tests Meeting Criteria				
SOL Core Subject Index Score = (A)/(B)				

Virginia Alternate Assessment Program (VAAP) and Virginia Grade Level Alternative (VGLA) scores will be counted as described below. Historically, this school has not submitted VAAP.

The number of tests meeting criteria for VAAP and VGLA will be included in Table I as follows:
VAAP scores-

- Advanced Proficient will be included in Tier I
- Proficient will be included in Tier II
- Scores below Proficient will be included in Tier IV

VGLA scores-

- Advanced Proficient will be included in Tier I
- Proficient will be included in Tier II
- Basic will be included in Tier III
- Scores below Basic will be included in Tier IV

Additional SOL Core Subject Index points may be earned by meeting the performance criteria in the other subject indicators category. See Table 2.

Table 2

Additional Subject Index Points

Other Subject Indicators	Points Awarded
Forty percent of remediation recovery students pass the Math SOL test	2 points
Forty percent of remediation recovery students pass the Reading SOL test	2 points
Average daily attendance meets or exceeds 81%	1 point
Increase from the previous year the number of students enrolled in dual enrollment courses	2 points
Increase from the previous year the number of students in grades 6-8 who complete high school credit courses	1 point
Course GPA of students completing the College Success Skills at Danville Community College meets or exceeds 3.0 for 75% of completers	2 points
Forty percent of graduates enrolled in post-secondary studies in a 2- or 4-year college, vocational school or enter the military	4 points
Eighty percent of students administered the WorkKeys during the school year receive at least a score of 3	1 point

The categories used to calculate the Alternate SOL Core Subject Composite Index Score are summarized in Table 3.

Table 3

Alternate SOL Core Subject Composite Index Score Calculations

Categories	Points Awarded
SOL Core Subject Index Score = (A)/(B)	
Total Number of Additional Subject Index Points (Up to 12 points)	
Alternate SOL Core Subject Composite Index Score = [(A)/(B)] + Total no. of additional subject index points up to 12 points	

Alternate Graduation and Completion Composite Index Point System

An *Alternate Graduation and Completion Composite Index (GCI)* will be used to determine the score for the school's graduation and completion index. The index includes points assigned for the type of diplomas awarded during the school year. The Graduation and Completion Index will be calculated by multiplying the number of students receiving a Standard, Modified Standard, and Special diploma by 100; the number of students receiving a GED by 75; and the number of students receiving a certificate of program completion by 25. The total points awarded will be divided by the total number of seniors counted in membership during the school year. See Table 4.

Table 4

Alternate Graduation and Completion Index Points

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Standard	100	
	Modified Standard	100	
	Special	100	
	GED	75	
	Certificate of Program Completion	25	
(C)Number of Points Awarded			
(D)Number of Seniors Counted in Membership During School Year			
Graduation and Completion Index Score (C)/(D)			

Additional GCI points may be earned by meeting the performance criteria in the other GCI indicator category. See Table 5.

Table 5

Additional Graduation and Completion Index Points

Other GCI Indicator	Points Awarded
Increase from the previous year the percent of students who complete high school with a Standard, Modified Standard, Special Diplomas, or GED.	2 points
Increase the number of students who earn a GED and enter post-secondary studies in a 2- or 4-year college, vocational school or enter the military	4 points
Increase the number of students who have 20 or more credits before exiting without graduating.	2 points

The categories used to calculate the Alternate Graduation and Completion Index Score are summarized in Table 6.

Table 6

Alternate Graduation and Completion Index Score Calculations

Categories	Points Awarded
Graduation and Completion Index Score = (C)/(D)	
Total Number of Additional Index Points (Up to 6 points)	
Alternate Graduation and Completion Index Composite Index Score = [(C)/(D)] + Total no. of additional GCI indicator points up to 6 points	

Alternate Accreditation Composite Index Point System

An *Alternate Accreditation Composite Index Point System* will be used to determine the accreditation rating. See Table 7.

Table 7

Accreditation Status

Accreditation Category	Score	Score Required	Status (Met or Not Met)
Alternate SOL Core Subject Composite Index Score = [(A)/(B)] + Total no. of additional other subject indicators points up to 12 points		Must Meet or Exceed 70 points	
Alternate Graduation and Completion Composite Index Score = [(C)/(D)] + Total no. of additional GCI points up to 6 points		Must Meet or Exceed 85 points	
Accreditation Rating			

PROGRAM EVALUATION:
The effectiveness of the program will be evaluated using several criteria. Student achievement will be monitored using report card grades; six weeks benchmark assessments; and summer, fall and spring SOL test results. Student attendance and behavior will be monitored weekly by using the Star Base student management system to track attendance and violations of the *Student Standards of Conduct*. Surveys will be distributed to students, faculty/staff and parents to gather data for school improvement at least twice during the school year.

TRANSITION PLAN:
Students and their parents will be interviewed face-to-face by the director of Alternative Education, and the principal, guidance counselor, and curriculum facilitator of Langston School. The purposes of this interview are: (1) to explain the academic and behavior expectations of students entering J. M. Langston Focus School, and (2) to explain the different support services available to students and parents of J. M. Langston Focus School.

Most students do not return to a regular school setting; however, students who do return to the regular school setting are followed closely by their guidance counselor.

Attachment B

Virginia Department of Education
Evaluation Criteria
J. M. Langston Focus School, Danville Public Schools
Alternative Accreditation Plans for Special Purpose Schools

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. *The plan requests a waiver of 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B*			X
4. The school provides transition planning to help students be successful when they return to a regular school setting. Note: Most students do not return to a regular school setting; however, students who do return to the regular school setting are followed closely by their guidance counselor.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:			
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA).	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

Board of Education Agenda Item

Item: K. **Date:** April 28, 2011

Topic: Final Review of a Request for Continuation of an Alternative Accreditation Plan from Richmond City Public Schools for Richmond Alternative School

Presenter: Dr. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Yvonne Brandon, Superintendent, Richmond City Public Schools

Telephone Number: (804) 225-2865 **E-Mail Address:** Kathleen.Smith@doe.virginia.gov

Origin:

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

_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:

Previous Review/Action:

_____ No previous board review/action

_X_ Previous review/action
date March 24, 2011
_X_ action Board accepted for first review the proposed alternative accreditation plan

Background Information:

Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

> Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in §22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the Standards of Quality requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Virginia Board of Education (VBOE). Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the VBOE to grant waivers to certain provisions of the standards.

Summary of Major Elements:

Richmond City Public Schools partners with the Community Education Partners (CEP) to provide services through the Capital City Program (CCP) at Richmond Alternative School for students in grades 6-11. The purpose of the partnership is to support low-performing and disruptive students so that they can return to their home schools prepared to be successful. This program focuses on the most difficult students with learning and behavioral issues as a result of factors beyond the control of public education.

Richmond City Public Schools is seeking an extension of an alternative accreditation plan for Richmond Alternative School. The VBOE approved the first alternative accreditation plan on April 27, 2007. Since that time, the school has met the alternative accreditation targets. Achievement data is indicated below. It should be noted that the student population in this alternative school changes from year to year. It is difficult to analyze data across time as the needs of students in one year may be quite different from the next year.

Unadjusted AYP Pass Rates	**2007-2008**	**2008-2009**	**2009-2010**
	Percent Passing		
English Performance			
All Students	57%	64%	57%
Mathematics Performance			
All Students	43%	57%	51%
History Performance			
All Students	19%	32%	28%
Science Performance			
All Students	58%	70%	53%

The following data was used to determine the accreditation status of Richmond Alternative School for the 2010-2011 year based on data from the 2009-2010 year.

ENGLISH			**MATHEMATICS**		
NUMBER OF STUDENT SCORES	**INDEX POINTS**	**TOTAL**	**NUMBER OF STUDENT SCORES**	**INDEX POINTS**	**TOTAL**
8	Advanced 100 pts.	800	1	Advanced 100 pts.	100
145	Proficient 90 pts.	13,050	127	Proficient 90 pts.	11,430
89	Basic 70 pts.	6,230	66	Basic 70 pts.	4,620
26	Fail 0 pt.	0	81	Fail 0 pt.	0
SOL Score Points Awarded		20,080	SOL Score Points Awarded		16,150
Total No. of Student Scores		255	Total No. of Student Scores		247
SOL Index Points		78.8	SOL Index Points		65.4

BONUS POINTS	TOTAL	BONUS POINTS	TOTAL
Weighted Index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science	1	Weighted Index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science	1
Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED	2	Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED	2
Increased percentage or number of students in grades 6-8 taking Algebra I	1	Increased percentage or number of students in grades 6-8 taking Algebra I	1
Increased number of high school students earning a career and technical industry certification or national occupational assessment credential	0	Increased number of high school students earning a career and technical industry certification or national occupational assessment credential	0
Increased percentage or number of high school students taking at least one dual enrollment, Advanced Placement, or other college-level course	0	Increased percentage or number of high school students taking at least one dual enrollment, Advanced Placement, or other college-level course	0
Decreased number of students identified as truants by 10%	0	Decreased number of students identified as truants by 10%	0
Average daily attendance meets or exceeds 80%	0	Average daily attendance meets or exceeds 80%	0
Increased number of students successfully transitioned into the regular school setting	2	Increased number of students successfully transitioned into the regular school setting	2
Decreased number of serious incidents while at CCP	2	Decreased number of serious incidents while at CCP	2
TOTAL BONUS POINTS	8	TOTAL BONUS POINTS	8
TOTAL ALTERNATIVE ACCREDITATION INDEX SCORE	86.8	TOTAL ALTERNATIVE ACCREDITATION INDEX SCORE	73.4

The proposed alternative education plan, Attachment A, includes student achievement criteria. It does not include graduation criteria as students return to their home school for graduation.

Richmond City Public Schools is requesting waivers from specific provisions of sections 8 VAC 20-131-90 A- C and 8 VAC 20-131-100 A-B as foreign language and the fine arts are not provided. At the secondary level, students have opportunities to receive the needed credits for graduation in foreign language and fine arts when they return to their home school. Richmond City Public Schools is requesting the following waivers:

8 VAC 20-131-90 A-C. Instructional program in middle schools
Fine arts, foreign language

8 VAC 20-131-100 A-B. Instructional program in secondary schools
Fine arts, foreign language

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the continuation of an alternative accreditation plan from Richmond City Public Schools for Richmond Alternative School for the accreditation cycle beginning in September 2011 through September 2013.

Impact on Resources:
None

Timetable for Further Review/Action:
None

Attachment A

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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.). 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 August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia,* states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

12/6/10
Date Approved
by the Local School Board

Kimberly M. Bridges
Signature
Chairman of the School Board

12/7/10
Submission Date

Yvonne W. Brandon
Signature
Division Superintendent

Alternative Accreditation Plan
Richmond Alternative School - Capital City Program

School Name: Richmond Alternative School - Capital City Program
Division: Richmond City Public Schools
School Address: 100 West Baker Street Richmond, VA 23220

Contact Person: Victoria S. Oakley, Chief Academic Officer
Phone: 804-780-7727
Fax: 804-780-5414
E-mail Address: voakley@richmond.k12.va.us

Proposed Duration of the Plan: 3 yrs.
Grade Levels Served: 6-11
No. Students Enrolled by Grade Level: Grades 6-8: 108
Grades 9-11: 195 (12th graders graduate from their home schools)

I. Describe the mission and purpose of the school.

Purpose: To ensure that no child is left behind, the Capital City Program (CCP) works in partnership with the Richmond Public Schools and the community to get low performing and disruptive students back on track in their learning and behavior, enabling them to successfully return academically and socially prepared to their home schools. This partnership focuses on the most difficult students with learning and behavioral issues as a result of a variety of factors beyond the control of traditional education.

Mission: The Capital City Program provides quality alternative education services to the middle and high school students of Richmond Public Schools by making a positive difference in the lives of the students served and by achieving measurable results in academic and behavioral skills. A rigorous instructional program and a personal/social development program are provided for each child in a safe and secure learning environment. CCP works in partnership with Richmond Public Schools and the community to get low performing and disruptive students back on track in their learning and behavior so they can return to their home schools prepared to be successful.

II. Describe the characteristics of the student population served by the School. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Target Population: The CCP encompasses secondary students who experience severe behavioral problems and for whom no other appropriate services have been successful. Students are placed at CCP for a period of 180 days through a referral from their current school principal or the hearing officer due to poor academic performance, inappropriate behavior and poor attendance. Most of the students are assigned to the alternative school by the district's hearing officer or by school board decision after a disciplinary hearing has been completed. Placement decisions are based on the belief that students can improve their behavior and academic performance if given the time, opportunity, tools, structure and encouragement they need. Students assigned to our alternative program have failed to respond

positively to the traditional schools' intervention strategies and may face the possibilities of being retained and/or of dropping out of school.

Student Selection Criteria: The CCP has a specialized design that offers instructional strategies and a unique organizational structure to meet the needs of challenged students who have been unsuccessful in the traditional comprehensive school setting. Student selection evidence in the following areas is considered for placement:

- Severe behavioral needs that interfere with learning
- Severe social/emotional needs that are barriers to the student's success and/or the learning of others
- Attendance/truancy issues
- Poor academic performance
- A referral from the hearing officer for violation of the RPS Students' Code of Conduct

Parental Involvement: Prior to the assignment to CCP, the parent(s), student, and the principal discuss the components of the program. Parents are intricately involved in the assignment process. When a student is referred by the principal for placement, a parental conference is convened. Parents must agree to the placement. In the case of assignment by the hearing officer, parents are included in the process and have the right to appeal the decision of the hearing officer. Appeals are reviewed by the School Board Discipline Committee. The decision by the School Board is final. Parent and student meetings are also held upon enrollment with the welcome center coordinator. Parents and students must participate in an orientation session at the alternative school. Parents are provided an overview of the program and encouraged to become active in the school's parental programs. Home/school communication plans are also reviewed. Academic and behavioral progress is accomplished and monitored through each student's individual plan for success that is reviewed and shared with parents. Additionally, parents participate in the transition program in preparation for the child to return to his/her home school environment.

Student Demographic Data

Total Number of Students Served	303
High School Boys	102
High School Girls	93
Middle School Boys	60
Middle School Girls	48
Black	299
Hispanic	4
Exceptional Education	3
Disadvantaged	75.3%

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

Capital City Program offers a challenging curriculum aligned with state and local standards in safe, supportive, small learning communities to provide quality learning opportunities affording students skills and behaviors necessary to become lifelong learners. Students are offered appropriate grade-level core courses in English/Reading, science, mathematics, and social science. The students also receive instruction in workplace readiness, basic academic skills and personal social development.

Upon enrollment, each student participates in a four-day orientation program that is designed to provide an overview of the school and its program. Each student takes a reading and math assessment to determine reading and math strengths and weaknesses. These data are then used to develop a plan for the student's success at CCP.

Instruction is provided in four small learning communities staffed by a learning community instructional leader and learning community assistant in leadership/supervisory roles. High school boys and high school girls are enrolled in six classes daily with each class lasting 55 minutes. Middle school boys and middle school girls are enrolled in five classes daily with each class lasting 65 minutes. Reading and math computer labs are included in all communities.

The Virginia Standards of Learning (SOL) are taught through grade level, courses in the four academic area of reading, math, science and social studies at the middle school level and the full range of appropriate courses for high school students. Additionally, electives are required in personal/social development, reading and math intensive enrichment offered through a computer lab setting, and employment seminar (career education), life planning and family relations which are offered through the computer lab at the high school level. High school students have the opportunity to take business career and technical education classes leading to industry certification and middle school students have the opportunity to take career investigation courses.

Plans for academic, attendance/truancy, and behavioral improvements are developed with students to address their specific needs. These plans will guide students during the 180-day stay at CCP so that they may successfully transition to the next placement at a comprehensive middle or high school.

Academic growth is monitored bi-weekly at department chair meetings to ensure gains for each student. It is expected that each student will show at least 1.5 years of growth in both reading and mathematics by the 120th day of enrollment. Administrators meet with departments monthly to monitor student progress in all subject areas. Nine week benchmark assessment data are analyzed to determine mastery of SOL objectives. These data are used to develop appropriate intervention and remediation strategies.

Capital City Program is staffed with a faculty of highly qualified teachers certified to teach in the assigned core subject areas. The teacher / pupil ratio is 1:16 per class. Paraprofessionals are assigned to each core class to provide academic and behavioral support. Pupil support services are on-site to assist students and their families with issues that serve as barriers to academic and behavior successes.

Forty hours of school level professional development are required for all instructional staff during the week preceding the beginning of each school year. A week-long teacher academy is held in the summer. Teachers receive instruction on data analysis, differentiation of instruction and how to relate and work with students who have behavioral issues. All CCP staff members receive training in the program, Handle with Care. Monthly district instructional meetings for representative lead teachers are held to provide support for continuous improvement as a high quality instructional program.

Capital City Program teachers use all of the instructional resources available from the Richmond Public Schools. These resources were developed based upon the Standards of Learning. Instructional staff members have been trained in using these resources as well as how to use data to make instructional decisions.

All students receive counseling services which focus on coping skills strategies. Select students receive concentrated therapeutic day counseling. Intensive in-home counseling services are provided by Associated Educational Services (AES), a local agency, to ensure that the social needs of students

continue to be met. Medical data concerning unmet needs or those that require maintenance are coordinated between the nurses of CCP and the home school.

Services from Department of Juvenile Justice, Richmond City Social Services, Richmond Behavioral Health Authority, Richmond Division of Public Health, Family Focus, Associated Educational Services, and other service providers are coordinated by two student service specialists.

Capital City Program's student service specialists are assigned to visit weekly the students who transition back to their home schools. During these visits, the following information is collected and reviewed:

- Attendance
- Behavior
- Classes
- Grades earned
- Test results

Specific plans for improvement are developed and monitored. Students who have transitioned back to their comprehensive school meet with CCP student service specialists weekly to ensure success. Learning community leaders send letters of congratulations to former students who make grades of C or better at the end of each marking period. Students who earn Ds and Fs are sent a note of encouragement telling them to continue trying and to offer assistance from the CCP student service specialist. Letters from principals to transitioned students are mailed at the end of each year wishing them well on their future studies and job selections.

When rising seniors are ready to transition, their transcripts and behavioral/life skill strategies are reviewed to determine the most appropriate placement. Students may transition back to their comprehensive high school or to a Performance Learning Center or to the Adult Career Development Center to earn a GED. Each senior's transition plan addresses both academic and social/ life skills. This plan is monitored weekly by the CCP student service specialists and the school counselor to ensure that each senior is successful academically and is continuing to use behavioral and life skill strategies learned at CCP. If a student needs additional assistance, an intervention / remediation plan is developed and monitored bi-weekly. Students will receive tutoring in any academic class where standards are not being achieved. A behavioral specialist will work with students if needed to reinforce behavioral and life skill strategies learned at CCP to ensure transfer to the new school setting. Each student's progress is monitored and supported to ensure graduation and successful transition to post-secondary options or the world of work.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

<u>Student Assessment and Evaluation</u>:

- Students at all grade levels participate in SOL testing in all four content areas. Each year progress is monitored to ensure steady gains toward meeting state and district goals.
- Benchmark nine-week assessment data are used to monitor student progress toward mastery
- of the SOL. Data are analyzed so that appropriate interventions and program improvement are implemented.
- Diagnostic assessments are administered to each student upon enrollment and regularly thereafter to monitor student growth in reading and math.
- Progress reports are sent to parents on a weekly basis.

- Weekly teacher-made assessments monitor students' mastery of objectives taught during the week based upon the teaching of an aligned curriculum. Re-teaching activities are planned and implemented.

- Richmond Public Schools report cards are given to students according to the district's guidelines and calendar.

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

Yes, this school meets all pre-accreditation eligibility requirements.

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the *No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia* are not available.)

Much of the time spent by students at CCP program focuses on teaching life skills needed for success. Due to this time required for this focus, foreign language and fine arts are not offered. For this reason, the Capital City Program is requesting a waiver from 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B of the Standards of Accreditation that requires foreign language and fine arts.

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

The alternative accreditation index model is the alternative accountability system for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and uses science and history and social science and other indicators of school and student performance that are aligned with the mission and goals of the school as value-added components.

Student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. The alternative accreditation index model will measure student achievement based on students' progress in moving from basic to proficient to advanced levels of performance on Standards of Learning assessments. The index will have a primary focus on reading and mathematics achievement. The index is based on a set of core achievement objectives and measures (SOL test scores) as well as "reach" or excellence goals for the student population.

An alternative accreditation index score (0 to 100 points) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics. SOL Index Points are assigned for student performance on the SOL tests by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores. Additional Index Points may be earned for meeting performance measures in the core "other academic" and optional "reach" objectives categories. The Alternative Accreditation Index Score for each content area (English and mathematics) is calculated by combining the SOL Index Score and the Additional Index Points.

An Alternative Accreditation Index Score of at least 70 points must be earned in both English and mathematics to achieve fully accredited status. If the school fails to achieve fully accredited status, the rating will be in accordance with provisions of the Standards of Accreditation. Attached is the Alternative Accreditation Index Point System based on 2009-10 assessment data.

Goal and Performance Objectives for Alternative Accreditation Plan

Goal: All students will improve their academic performance so that they may successfully transition back to their home school environment through intensive focus on the core areas of English and mathematics and through achieving certain behavioral and conduct modifications that are indicative of being a responsible and productive student in an academic environment.

Performance Objective	Performance Measure
Core Achievement Objectives:	
1. Increase the percentage of students in grades 6-11 passing SOL English(Reading and Writing tests)	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the basic, proficient, and advanced levels on the SOL reading in grades 6-7 and high school and at the proficient and advanced levels in writing tests in grade 8 and high school
2. Increase the percentage of students in grades 6-8 passing SOL mathematics tests	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the basic, proficient, and advanced levels on the SOL mathematics tests in grades 6-8
3. Increase the percentage of students in grades 9-11 passing Algebra I, Geometry, or Algebra II SOL exams	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the proficient and advanced levels on the SOL end-of-course exams in Algebra I, Geometry, or Algebra II
Core "Other Academic" Indicators	
4. Increase the percentage of students in grades 6-8 and high school passing science and history and social science SOL tests	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science
5. Increase the percentage of high school graduates and completers	Percentage of students enrolled for at least two consecutive semesters who complete high school with a diploma or GED certificate
Core "Other Indicator" Objectives:	
6. Decrease number of students identified as truants by 10%	Truancy rates for students in program
7. Average Daily Attendance meets or exceeds 80%	Average Daily Attendance rates for students
8. Increase number of students successfully transitioned into regular school setting	Successful transition shall be measured by a student completing the program who passes three

	or more subjects in the transition school during the first semester at the transition school
9. Decrease the number of serious incidents while at CCP.	Serious incident data for CCP students
Optional "Reach" Objectives:	
10. Increase the percentage or number of middle school students taking Algebra I	Percentage or number of students in grades 6-8 taking Algebra I increases annually
11. Increase number of high school and/or middle school students successfully completing online courses through Virtual Virginia	Percentage or number of students who pass online courses offered through Virtual Virginia
12. Increase the percentage or number of high school students taking dual-enrollment, Advanced Placement, or other college-level Courses	Percentage or number of high school students taking at least one dual-enrollment, Advanced Placement, or other college-level courses

Alternative Accreditation Index Point System:

SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500-600	Advanced	100
400-499	Proficient	90
Up to 399 (varies by test)	Basic (Reading and Math 3-8)	70
Below 400 (except Basic)	Fail	0

Core Other Academic Objectives (points maximum)	
Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science	Index scores and Points Earned: 70 and above……3 points 60 – 69…….1 point
Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED certificate	2 points
Optional Reach Objectives (3 points maximum)	
Increased percentage or number of students in grades 6-8 taking Algebra I	1 point
Increase number of high school and/or middle school students successfully completing online courses through Virtual Virginia.	1 point
Increase the percentage or number of high school students taking dual-enrollment, Advanced Placement, or other college-level courses.	1 point
Core Other Indicator Objectives (8 points maximum	
Decrease number of students identified as truants by 10%	2 points

Average daily attendance meets or exceeds 80 percent	2 points
Increased number of students successfully transitioned into regular school setting	2 points
Decrease the number of serious incidents while at CCP	2 points

Alternative Accreditation Index Score Calculations Illustrated:
Example: English/Reading Index Score

No. of Student Scores	SOL Proficiency Level	Points Awarded Each SOL Score	Points Awarded
15	Advanced	100	1,500
45	Proficient	90	4,050
25	Basic	70	1,750
15	Fail	0	0
(a) SOL Score Points Awarded		7,300	
(b) Total No. of Student Scores		100	
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)		73	
(d) Additional Index Points (up to 15 points maximum from other objective measures) [Example: 5 pts. Earned]		5	
(e) Alternative Accreditation Index Score = SOL Score Index Score (c) + Additional Index Points (d)		78	
Met content area alternative accreditation requirements: YES/NO Yes=Index Scores of 70 or above		Yes	

Example: Mathematics Index Score

No. of Student Scores	SOL Proficiency Level	Points Awarded Each SOL Score	Points Awarded
5	Advanced	100	500
60	Proficient	90	5,400
25	Basic	70	1,750
10	Fail	0	0
(a) SOL Score Points Awarded		7,650	
(b) Total No. of Student Scores		100	
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)		76.5	
(d) Additional Index Points (up to 15 points maximum from other objective measures) [Example: 5 pts. Earned]		5	
(e) Alternative Accreditation Index Score = SOL Score Index Score (c) + Additional Index Points (d)		81.5	
Met content area alternative accreditation requirements: YES/NO Yes=Index Scores of 70 or above		Yes	

Example: Determination of School Alternative Accreditation Rating

Current Area	Index Score	Met Alternative Accreditation Requirement
English	78	Yes
Mathematics	81.5	Yes

No Child Left Behind (NCLB): The Capital City Program is in compliance with all testing requirements under NCLB. Progress will be continuously assessed toward meeting all required goals. CCP students are taught by highly qualified teachers who are licensed and endorsed in their content areas.

VIII. Describe who was involved in the development of the proposed plan.

Dr. Kirk Schroder
Mrs. Alberta Person, CCP Principal
Mr. Frank Butts, CCP Facilitator
Mr. Angelo Cuffee, Assistant Principal for Curriculum and Instruction
Mrs. Rebecca Beard, CCP Testing Coordinator
Victoria S. Oakley, Chief Academic Officer**,** Richmond Public Schools

IX. Describe the method(s) to be used in evaluating the success of the plan.

- Bi-weekly and nine-week benchmark assessment data will be used to monitor student mastery of objectives.
- Bi-monthly Charting the Course visits by RPS administrative and instructional personnel.
- Classroom observations and walkthroughs by CCP administrators.
- Monthly analysis of Plato Lab data for reading and mathematics.
- Bi-monthly monitoring of the School Improvement Plan on Indistar.
- Monthly analysis of student support services provided to students.

Attachment B

Virginia Department of Education
Evaluation Criteria
Richmond Alternative School, Richmond City Public Schools
Alternative Accreditation Plans for Special Purpose Schools

Criteria	**Yes**	**No**	**Limited**
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. The plan requests a waiver of 8 VAC 20-131-90 A- C and 8 VAC 20-131-100 A-B			X
4. The school provides transition planning to help students be successful when they return to a regular school setting.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:	**Yes**	**No**	**Limited**
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

Board of Education Agenda Item

Item: L. **Date:** April 28, 2011

Topic: Final Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and *Virginia Standards for the Professional Practice of Teachers*

Presenter: Dr. James W. Lanham, Director of Teacher Licensure and School Leadership

Telephone Number: (804) 371-2476 **E-Mail Address:** James.Lanham@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: _____

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action
date July 22, 2010
action Report on the Study and Development of Model Teacher and Administrator Evaluation Systems
date March 24, 2011
action First Review of Revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and *Virginia Standards for the Professional Practice of Teachers*

Background Information:

In response to the *1999 Education Accountability and Quality Enhancement Act* (HB2710 and SB1145) approved by the Virginia General Assembly, the Board of Education approved the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* in January 2000. In May 2008, the Board of Education approved the guidance document, *Virginia Standards for the Professional Practice of Teachers* that responded to a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Board of Education and the State Council of Higher Education for Virginia.

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators,*

and Superintendents and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

Section 22.1-253.13:5 (**Standard 5. Quality of classroom instruction and educational leadership)** of the *Code of Virginia* states, in part, the following:

…B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….

Section 22.1-295 (**Employment of teachers**) states, in part, the following:

…C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Instructional personnel employed by local school boards who have achieved continuing contract status shall be evaluated not less than once every three years. Any instructional personnel, who has achieved continuing contract status, receiving an unsatisfactory evaluation who continues to be employed by the local school board shall be evaluated no later than one year after receiving such unsatisfactory evaluation. The evaluation shall be maintained in the employee's personnel file.

At its July 2010 meeting, the Board of Education received a report from the Virginia Department of Education that provided a work plan to study and develop model teacher and principal evaluation systems that would result in revisions to the Board's uniform performance standards and evaluation criteria. The initial work focused on developing a model teacher evaluation system that could be used by school divisions in making decisions about performance pay.

Summary of Major Elements

The Virginia Department of Education established a work group to conduct a comprehensive study of teacher evaluation in July 2010. The work group included teachers, principals, superintendents, human resources representatives, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, Virginia School Boards Association and the Virginia Parent Teacher Association), expert consultants, and Department of Education personnel. The roster of work group members is provided in the attached documents.

Department of Education staff consulted with the Center for Innovative Technology (CIT) to coordinate the activities of the work group. Working with the Department, CIT engaged the services of two expert consultants to assist in revising the documents, developing revised standards, and creating new evaluation models. The consultants were Dr. James Stronge, Heritage Professor of Educational Policy, Planning, and Leadership, The College of William and Mary; and Dr. Terry Dozier, Associate Professor, Teaching and Learning, and Director, Center for Teacher Leadership, Virginia Commonwealth University.

The goals of the work group were to:

- compile and synthesize current research on:
    - comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development, and
    - effective models of differentiated and performance-based compensation including differentiated staffing models;
- examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation and differentiated and performance-based compensation;
- examine existing state law, policies, and procedures relating to teacher evaluation;
- examine selected teacher evaluation systems currently in use across Virginia;
- develop and recommend policy revisions related to teacher evaluation, as appropriate;
- revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols;
- examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia;
- examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff, high-poverty, and/or persistently low-performing schools in Virginia;
- examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally;
- develop new models of teacher evaluation, including a growth model, that can be field tested by selected school divisions;
- provide technical support to selected school divisions as they field test new models; and
- evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant

funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

Work group meetings were held in Richmond in August 2010, Charlottesville in October 2010, and Newport News in December 2010. The work group concluded its work in December 2010, and a subcommittee of the work group met on March 9, 2011, to review the draft documents.

The work group developed two guidance documents requiring Board of Education approval:

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
State statute requires that teacher evaluations be consistent with the performance standards (objectives) included in this document. The additional information contained in the document is provided as guidance for local school boards in the development of evaluation systems for teachers.

Virginia Standards for the Professional Practice of Teachers
The standards in this document define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. The revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* incorporate these teaching standards. This document serves as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers and for colleges and universities in teacher preparation.

Also included in the Board item is a document, *The Research Base for the Uniform Performance Standards for Teachers*, that provides the research base supporting the selection and implementation of the proposed performance standards and evaluation criteria. This is an informational Department of Education document that does not require Board of Education approval.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the following performance standards (objectives) included in this document:

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The first six standards closely parallel the work of the Interstate New Teachers Assessment and Support Consortium as well as the National Board for Professional Teaching Standards. The seventh standard adds an increased focus on student academic progress. For each standard, sample performance indicators are provided. In addition, the evaluation guidelines provide assistance to school divisions regarding the documentation of teacher performance with an emphasis on the use of multiple measures for teacher evaluation rather than relying on a single measure of performance.

The *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress; how this requirement is met is the responsibility of local school boards. Though not mandated, the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.

3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

Plans are underway to pilot teacher evaluation and performance pay models based on the new guidance documents for the 2011-12 school year. Two pilots are anticipated, one funded through the federal School Improvement Grant (SIG) and the other from state funding for hard-to-staff schools.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the revised guidance documents, *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Virginia Standards for the Professional Practice of Teachers*, to become effective on July 1, 2012; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2012.

Impact on Resources:

There is a minimal impact on resources.

Timetable for Further Review/Action:

Phases II and III of the Department's study of evaluation systems will result in proposed revisions to the Board's guidelines for uniform performance standards and evaluation criteria for principals and superintendents.

ATTACHMENTS

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Revised 2011)

Virginia Standards for the Professional Practice of Teachers (Revised 2011)

The Research Base for the Uniform Performance Standards for Teachers

(Reference document to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers-Revised 2011)

Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (Revised 2011)

Presented to the Virginia Board of Education
March 24, 2011, and
April 28, 2011

Acknowledgements

The Virginia Department of Education expresses appreciation to the Center for Innovative Technology for their leadership in coordinating the work that led to the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. Appreciation also is extended to the members of the Virginia Teacher Evaluation Work Group for their invaluable input and support of the project.

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With assistance from: **Dr. Leslie W. Grant**, The College of William and Mary
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Part 1: Introduction

Why Good Evaluation is Necessary[1]

Teacher evaluation matters because teaching matters. In fact, "the core of education *is* teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day."[2] Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. The quality of an education system cannot exceed the quality of its teachers.[3] The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Teachers have a challenging task in meeting the educational needs of an educationally diverse student population, and good evaluation is necessary to provide the teachers with the support, recognition, and guidance they need to sustain and improve their efforts.[4]

Because teachers are so fundamentally important to school improvement and student success, improving the evaluation of teacher performance is particularly relevant as a means to recognize excellence in teaching and to advance teacher effectiveness. A meaningful evaluation focuses on instructional quality and professional standards, and through this focus and timely feedback, enables teachers and leaders to recognize, appreciate, value, and develop excellent teaching. The usage of the terminology is consistent with the professional literature, but that "effective" is not intended to connote a particular technical definition. The benefits of a teacher evaluation system are numerous and well documented. Johnston (1999) noted that the process of teacher evaluation can be valuable in several ways, including:

- assessing the effectiveness of classroom teachers;
- identifying areas in need of improvement;
- making professional development more individualized; and
- improving instruction schoolwide.[5]

Sanders (2000) observed that once teachers are given feedback pertaining to classroom-level instructional outcomes, they start to modify their instruction to address their weak areas. It is important, however, that when administrators make decisions and provide feedback to teachers on their performance, that the information is a valid measure of their *actual* job performance, which means it should include a teachers' responsibilities both in-class and out-of-class.[6]

Problems with Current Evaluation Systems

Unfortunately, even though a teacher's effectiveness[7] is recognized as the most important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision-making.[8] The result is that it is difficult to distinguish between poor, average, good, and excellent teachers. Sometimes termed the "Widget Effect,"[9] schools tend to assume that teachers' effectiveness in the classroom is the same from teacher to teacher and,

thus, treat them as interchangeable parts. Weisberg, Sexton, Mulhern, and Keeling (2009)[10] indicated that *all teachers are rated as great or at least good*. In fact, in their study, 99 percent of teachers were rated as *satisfactory* when their schools used a *satisfactory/unsatisfactory* rating system; in schools that used an evaluation scale with a broader range of options, an overwhelming 94 percent of all teachers received one of the top two ratings. Further, they noted that evaluation systems reinforce this indifference to the variations in teacher performance in several ways:

> *Excellence is not recognized*. A rating scale that does not distinguish the truly outstanding performers from the average ones creates a situation where the exceptional teachers are not identified and cannot be recognized formally.
>
> *Professional development is inadequate*. School divisions cannot identify the needs of teachers and provide professional development if their shortcomings are never identified.
>
> *Novice teachers do not receive special attention*. When evaluation systems do not identify the specific developmental needs of new teachers (who are widely recognized as needing support to build and implement the most effective practices), they do not receive the assistance they need to correct their deficiencies.
>
> *Poor performance does not get addressed*. Schools that provide teachers with inflated, unrealistic ratings rarely dismiss teachers for poor performance, even though they are recognized by other teachers and administrators as being ineffective.

Other flaws in the current teacher evaluation process include:[11]

- problems with the evaluation instruments themselves (e.g., subjectivity, low validity);
- issues related to time and resources;[12]
- a tendency to focus on paperwork routines rather than improving instruction;
- an absence of standard protocols and practices in teacher practices;
- an absence of meaningful and timely feedback to teachers;
- inadequate administrator training;
- a lack of time to perform adequate evaluations;[13]
- a lack of impact; and
- a lack of constructive criticism on the evaluation that can be used to improve professional practice and often are based on sparse evidence.

Historically, the result is that little has been done to develop, support, and retain effective teachers and most teachers, even the ineffective ones, become tenured or gain continuing contract status. In short,

> Evaluation systems fail to differentiate performance among teachers.…Excellent teachers cannot be recognized or rewarded, chronically low-performing teachers languish, and the wide majority of teachers performing at moderate levels do not get the differentiated support and development they need to improve as professionals.[14]

Importance of Recognizing Teacher Effectiveness

Characterizing teacher effectiveness is important because of the direct impact teachers have on student performance. In fact, teacher effectiveness is the most significant school-related variable impacting student learning outcomes.[15] Stronge, et al., (in press) conducted a study on teacher effectiveness and discovered that a 30+ percentile point difference in student achievement in mathematics and English could be attributed to the quality of teaching that occurred in the classroom over an academic year.[16]

Purposes of Evaluation

The primary purposes of a quality teacher evaluation system are to:

- contribute to the successful achievement of the goals and objectives defined in the school division's educational plan;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- implement a performance evaluation system that promotes a positive working environment and continuous communication between the teacher and the evaluator that promotes continuous professional growth and improved student outcomes;
- promote self-growth, instructional effectiveness, and improvement of overall professional performance; and, ultimately
- optimize student learning and growth.

A high quality evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the teacher performance standards;
- a focus on the relationship between teacher performance and improved student learning and growth;

- a system for documenting teacher performance based on multiple data sources regarding teacher performance;

- the use of multiple data sources for documenting performance, including opportunities for teachers to present evidence of their own performance as well as student growth;

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases teacher involvement in the evaluation process; and

- a support system for providing assistance when needed.

Purposes of this Document

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

> Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:
>
> …B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….
>
> Section 22.1-295 (Employment of teachers) states, in part, the following:
>
> …C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the performance standards (objectives) included in this document.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* provide school divisions with a model evaluation system, including sample forms and templates that may be implemented "as is" or used to refine existing local teacher evaluation systems. Properly implemented, the evaluation system provides school divisions with the information needed to support systems of differentiated compensations or performance-based pay.

The *Code of Virginia* requires that school boards' procedures for evaluating teachers address student academic progress; how this requirement is met is the responsibility of local school boards. Though not mandated, the Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* recommend that each teacher receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, student academic progress, account for 40 percent of the summative evaluation.

The document was developed specifically for use with classroom teachers. For other non-classroom educators who are required to hold a Virginia teaching license, revisions likely will be necessary. For example, guidance counselors and library-media specialists may require modified performance standards and data sources different from classroom teachers.

Endnotes

[1] Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge. Adapted with permission.

[2] Stronge, J. H. (2006), p. 1.

[3] Barber, M. & Mourshed, M. (2007).

[4] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[5] Johnston, D. L. (1999) as cited in Stronge, J. H. (2006), p. 119.

[6] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[7] The usage of the terms "effective" and "ineffective" is consistent with that used in professional literature. These terms are not intended to connote particular technical definitions.

[8] Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

[9] Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

[10] Westberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009).

[11] Stronge, J. H. (2006), p. 120.

[12] Heneman, H. G., & Milanowski, A. T. (2003) as cited in Stronge (2006).

[13] Loup, K. S., Garland, J. S., Ellett, C. D., & Rugutt, J. K. (1996) as cited in Stronge (2006).

[14] Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009), p. 4.

[15] Hattie, J. (2009).

[16] Stronge, J. H., et al., (in press).

Part 2: Uniform Performance Standards for Teachers

The uniform performance standards for teachers are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encouraging creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Defining Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations.

The expectations for professional performance are defined using a two-tiered approach.

Performance Standards

Performance standards define the criteria expected when teachers perform their major duties. For all teachers, there are seven performance standards as shown in Figure 2.1.

Figure 2.1: *Performance Standards*

Performance Standard 1: Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
Performance Standard 2: Instructional Planning *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*
Performance Standard 3: Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*
Performance Standard 4: Assessment of and for Student Learning *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

Performance Standard 5: Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*
Performance Standard 6: Professionalism *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*
Performance Standard 7: Student Academic Progress *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. This helps teachers and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. Teachers are not expected to demonstrate each performance indicator, as all performance indicators may not be applicable to a particular work assignment. However, some teaching positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

1.1 Effectively addresses appropriate curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

1.4 Demonstrates an accurate knowledge of the subject matter.

1.5 Demonstrates skills relevant to the subject area(s) taught.

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

2.1 Uses student learning data to guide planning.

2.2 Plans time realistically for pacing, content mastery, and transitions.

2.3 Plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate long- and short-range plans and adapts plans when needed.

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet the students' needs.

3.4 Reinforces learning goals consistently throughout lessons.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with established curriculum standards and benchmarks.

4.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Promotes cultural sensitivity.

5.6 Respects students' diversity, including language, culture, race, gender, and special needs.

5.7 Actively listens and pays attention to students' needs and responses.

5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.

6.3 Incorporates learning from professional growth opportunities into instructional practice.

6.4 Sets goals for improvement of knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

Part 3: Documenting Teacher Performance

The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic "performance portrait" of the teacher's work. The sources of information described in Figure 3.1 were selected to provide comprehensive and accurate feedback on teacher performance. These suggested documentation sources for teacher evaluation can be used for both probationary and continuing contract teachers.

Figure 3.1: *Suggested Documentation Sources for Teacher Evaluation*

Data Source	Definition
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on the seven teacher performance standards. Classroom observations also may include a review of teacher products or artifacts, and review of student data**.**
Informal Observations	Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Student Surveys	Student surveys provide information to the teacher about students' perceptions of how the professional is performing. The actual survey responses are seen *only* by the teacher who prepares a survey summary for inclusion in the portfolio. *The surveys provided in this document are designed to be used in grades 1 – 12 (e.g., not with pre-kindergarten and kindergarten students).*
Portfolios/ Document Logs	Portfolios/document logs provide documentation generated by the teacher for the seven performance standards.
Self-Evaluation	Self-evaluations reveal the teachers' perceptions of their job performance.

Observations

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

Direct classroom observation can be a useful way to collect information on teacher performance; as a stand-alone data collection process, however, it has major limitations. If the purpose of a teacher evaluation system is to provide a comprehensive picture of performance in order to guide professional growth, then classroom observations should be only one piece of the data collection puzzle. Given the complexity of the job responsibilities of teachers, it is unlikely that an evaluator will have the opportunity to observe and provide feedback on all of the performance standards in a given visit.

Observations can be conducted in a variety of settings and take on a variety of forms, including quick, drop-by classroom visits, to more formal, pre-planned observational reviews using validated instruments for documenting observations.[1] Furthermore, observations may be announced or unannounced. Evaluators are encouraged to conduct observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.

Formal Observation

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. A sample *Formal Classroom Observation Form* is provided on pages 16-18; many other observation forms are available. Formal classroom observations should last a specified period of time (for example, 30 or 45 minutes, or the duration of a full lesson). For maximum value, the building level administrator should ensure that formal observations occur throughout the year.

Typically, the evaluator provides feedback about the observation during a review conference with the teacher. During the session -- which should occur within a specified number of school days following the observation -- the evaluator reviews all information summarized on the *Formal Classroom Observation Form* as well as any other applicable documentation. Sample post-observation inquiries are shown in Figure 3.2. One copy of the observation form should be given to the teacher, and one copy should be maintained by the evaluator for the entire evaluation cycle to document professional growth and development.

Figure 3.2: *Sample Post-Observation Inquiries*

What went well during the lesson I observed?
What would you do differently the next time you teach this lesson and/or use a particular instructional strategy?
How would you describe the learning climate of the classroom during the lesson?
What occurred during the day before I arrived for the observation that may have influenced what happened during the time I spent in your class?
How did you address students who needed more time to fully understand and master the concept?
I observed a "snapshot" of your instruction. How well did the students' learning reflect your intended learning outcomes?
What informal or formal assessments did you conduct prior to teaching this lesson? How did the data from the assessments influence this lesson?
How did you let students know what the objective for the lesson was and how the students would know if they successfully achieved it?
What student characteristics or needs do you keep in mind as you are giving directions?
What goal(s) did you set this year for student achievement? How are your students progressing on that/those goal(s)?

[1] Stronge, J. H. & Tucker, P. D. (2003) as cited in Stronge, J. H. (2010b).

SAMPLE: Formal Classroom Observation Form

Directions: *This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.*

Teacher's Name _____ Date Observed _____ Time _____

Observer's Name _____

The teacher is: ☐ Probationary ☐ Continuing Contract

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Informal Observations

Informal observations are intended to provide more frequent information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Evaluators are encouraged to conduct informal observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle.[a] These informal observations typically are less structured than formal observations.

Informal observations might include observing instruction for a short duration (i.e., ten to fifteen minutes) or observing work in non-classroom settings at various times throughout the school year. For example, an informal observation might include briefly visiting a classroom during a science laboratory experiment or observing a teacher participating in a faculty meeting or committee meeting. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance. Also, it is important to obtain a representative sampling of performance observations through regular, repeat visits to classrooms.[1] A sample *Informal Classroom Observation Form* is provided on pages 20-21. One copy of this form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

[1] Stronge, J. H. & Tucker, P. D. (2003) as cited in Stronge, J. H. (2010b).

[a] Note: An evaluation cycle refers to an ongoing process of data collection, evaluator-evaluatee discussion, summative review, and performance improvement. The various cyclical steps in a quality evaluation system (e.g., classroom observation - feedback - improvement) are inextricably linked and seamless.

SAMPLE: Informal Classroom Observation Form

Directions: This form can be used by the evaluator to document during informal classroom observation. One form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher Observed: _____ Date: _____ Time:_____

1. Professional Knowledge • Addresses appropriate curriculum standards • Integrates key content elements and facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject area(s) taught • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development • Communicates clearly	**Specific Examples:**
2. Instructional Planning • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs • Develops appropriate long- and short-range plans and adapts plans	**Specific Examples:**
3. Instructional Delivery • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly	**Specific Examples:**
4. Assessment of and for Student Learning • Uses pre-assessment data • Involves students in setting learning goals • Uses valid, appropriate assessments • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback	**Specific Examples:**
5. Learning Environment • Arranges the classroom to maximize learning and provides a safe environment • Establishes clear expectations • Maximizes instruction/minimal disruption	**Specific Examples:**

• Establishes a climate of trust/teamwork • Promotes cultural sensitivity/respects diversity • Listens and pays attention to students' needs and responses • Maximizes instructional learning time by working with students individually and in groups	
6. Professionalism • Collaborates/communicates effectively • Adheres to laws/policies/ethics • Incorporates professional development learning • Incorporates learning from professional growth activities • Sets goals for improvement • Activities outside classroom • Builds positive relationship with parents • Contributes to professional learning community • Demonstrates mastery of standard oral and written English	**Specific Examples:**
7. Student Academic Progress • Sets student achievement goals • Documents progress • Provides evidence of goal attainment • Develops interim learning targets	**Specific Examples:**

NOTE: It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Walk-through Observations

Walk-through observations have been popularized in recent years as a means for documenting and assessing practices and trends throughout a school.[1] Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying on these visits for individual teacher evaluation as, generally, they are not designed for teacher evaluation. Visits of three to five minutes, even if conducted frequently, may not do justice to teachers in terms of understanding their instructional or assessment practices, student time-on-task, learning environment, and so forth.

Student Surveys

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). In most pre-kindergarten through grade 12 teacher evaluation systems, the sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development.

Student surveys are unique in that, although they may be required for most teachers, teachers will retain exclusive access to the results of the surveys regarding his or her performance.

Teachers should administer annual student surveys according to school division guidelines during a specified time period (for example, the second nine weeks). Teachers at the middle and high school levels should administer surveys to two classes of students that are representative of their teaching assignment(s) during a specified year. At the teacher's discretion, additional questions may be added to the survey. The teacher will retain sole access to the student surveys; however, the teacher will provide a summary of the surveys to the evaluator. (Note: The student survey summary can be included in the teacher's portfolio/document log.)

There are four different versions of the student survey (Grades 1-2, 3-5, 6-8, and 9-12) designed to reflect developmental differences in students' ability to provide useful feedback to their teacher. *Student Surveys* and the accompanying *Survey Summary Sheet* on pages 23-27 provide a unique form of formative feedback. All surveys should be completed anonymously to promote honest feedback.

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[1] Downey, C. J., Steffy, B. E., English, F. W., Frase, L. E., & Poston, W. K., Jr. (2004) as cited in Stronge, J. H. & Tucker, P. D. (2003).

SAMPLE: GRADES 1-2 STUDENT SURVEY

Directions: Teachers, please explain that you are going to read this sentence twice: As I read the sentence, color the face that describes how you feel about the sentence.

Teacher _____ School Year _____

Example: I ride a school bus to school.	
1. My teacher listens to me.	
2. My teacher gives me help when I need it.	
3. My teacher shows us how to do new things.	
4. I know what I am supposed to do in class.	
5. I am able to do the work in class.	
6. I learn new things in my class.	

COMMENTS:

SAMPLE: Grades 3-5 Student Survey

Directions: Follow along as I read the statements. Respond to the statements by placing a check mark (✓) beneath the response – "YES," "SOMETIMES," or "NO" – that best describes how you feel about the statement.

Teacher's Name _____ School Year _____ Class Period _____

		YES	SOMETIMES	NO
Example:	I like listening to music.	☐	☑	☐
1.	My teacher listens to me.	☐	☐	☐
2.	My teacher gives me help when I need it.	☐	☐	☐
3.	My teacher shows us how to do new things.	☐	☐	☐
4.	My teacher encourages me to evaluate my own learning.	☐	☐	☐
5.	I am able to do the work in class.	☐	☐	☐
6.	I learn new things in my class.	☐	☐	☐
7.	I feel safe in this class.	☐	☐	☐
8.	My teacher uses many ways to teach.	☐	☐	☐
9.	My teacher explains how my learning can be used outside of school.	☐	☐	☐
10.	My teacher explains why I get things wrong on my work.	☐	☐	☐
11.	My teacher shows respect to all students.	☐	☐	☐
12.	My teacher demonstrates helpful strategies or skills for my learning.	☐	☐	☐
13.	There are opportunities to reflect on my learning in my class.	☐	☐	☐
14.	My teacher allows me to make some choices about my learning.	☐	☐	☐

COMMENTS:

SAMPLE: Grades 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree circle **5**. If you wish to comment, please write your comments at the end of the survey.*

Teacher's Name _____ School Year _____ Class Period _____

		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Example: I like listening to music.		1	2	3	4	5
1.	My teacher creates a classroom environment that allows me to learn.	1	2	3	4	5
2.	My teacher encourages me to evaluate my own learning.	1	2	3	4	5
3.	My teacher allows me to demonstrate my learning in a variety of ways.	1	2	3	4	5
4.	My teacher gives clear instructions.	1	2	3	4	5
5.	My teacher shows respect to all students.	1	2	3	4	5
6.	My teacher is available to help outside of class.	1	2	3	4	5
7.	My teacher grades my work in a timely manner.	1	2	3	4	5
8.	My teacher relates lesson to other subjects or the real world.	1	2	3	4	5
9.	My teacher respects different opinions.	1	2	3	4	5
10.	My teacher uses a variety of activities in class.	1	2	3	4	5
11.	My teacher encourages all students to learn.	1	2	3	4	5
12.	My teacher expects me to be successful.	1	2	3	4	5
13.	My teacher is knowledgeable about the subject.	1	2	3	4	5
14.	My teacher provides helpful feedback.	1	2	3	4	5

COMMENTS:

SAMPLE: Grades 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

*Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement. If you strongly disagree, circle **1**; if you strongly agree circle **5**. If you wish to comment, please write your comments at the end of the survey.*

Teacher's Name _____ School Year _____ Class Period _____

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Example: I like listening to music.	1	2	3	4	5
In this class, my teacher…					
1. gives clear instructions.	1	2	3	4	5
2. treats everyone fairly.	1	2	3	4	5
3. is available for help outside of class time.	1	2	3	4	5
4. clearly states the objectives for the lesson.	1	2	3	4	5
5. grades my work in a reasonable time.	1	2	3	4	5
6. relates lesson to other subjects or the real world.	1	2	3	4	5
7. allows for and respects different opinions.	1	2	3	4	5
8. encourages all students to learn.	1	2	3	4	5
9. uses a variety of activities in class.	1	2	3	4	5
10. communicates in a way I can understand.	1	2	3	4	5
11. manages the classroom with a minimum of disruptions.	1	2	3	4	5
12. shows respect to all students.	1	2	3	4	5
13. consistently enforces disciplinary rules in a fair manner.	1	2	3	4	5
14. makes sure class time is used for learning.	1	2	3	4	5
15. is knowledgeable about his/her subject area.	1	2	3	4	5
16. clearly defines long-term assignments (such as projects).	1	2	3	4	5
17. sets high expectations.	1	2	3	4	5
18. helps me reach high expectations.	1	2	3	4	5
19 assigns relevant homework.	1	2	3	4	5
20. communicates honestly with me.	1	2	3	4	5

COMMENTS:

SAMPLE: Student Survey Summary

Directions: Summarize according to your best judgment. At the secondary level, results may be analyzed by class, subject, grade, etc., and reported as appropriate.

Teacher's Name: _____

Grade: _____ Subject: _____

Survey form used: ☐ Grades 1-2 ☐ Grades 3-5 ☐ Grades 6-8 ☐ Grades 9-12

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?
_____**percent**

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

5. List factors that might have influenced the results (e.g., survey was conducted near time of report cards or progress reports).

6. Analyze survey responses and answer the following questions:

   A) What did students perceive as your major strengths?

   B) What did students perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

(Include a copy of the survey summary and a blank survey in the portfolio's Learning Environment section.)

Portfolios/Document Logs

Artifacts of a teacher's performance can serve as valuable and insightful data source for documenting the work that teachers actually do. These artifacts can be organized as portfolios or document logs as a formal aspect of the data collection system. Various school divisions call the teachers' own documentation of their work by various names, but their purpose is essentially the same – to provide evidence of teaching excellence. The items included provide evaluators with information they likely would not observe during the course of a typical classroom visit. They also provide the teacher with an opportunity for self-reflection, demonstration of quality work, and are a basis for two-way communication with an evaluator. The emphasis is on the *quality* of work, not the *quantity* of materials presented.

Portfolios

The professional portfolio is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It contains a broader, more comprehensive collection of material than does a document log, and the selection of material to be included is often at the discretion of the teacher. The portfolio provides an opportunity to demonstrate professional competence with regard to meeting division teaching standards and is therefore an important part of the evaluation process. Written analysis and reflection about artifacts should be included in the portfolio to provide insight into the rationale for the events and process documented in each entry. If student work samples are used in the portfolio, all personally identifiable information should be removed. The portfolio is an official document that is maintained by the teacher and reviewed periodically by the evaluator. It is the property of the teacher and follows the teacher when work assignments change.

Portfolios are an important element of an evaluation system because they allow evaluators to get a more accurate portrait of a teacher's performance, while assisting teachers in monitoring and improving their own performances, which in turn, can result in better instructional delivery and learning opportunities for students.[1] They also help in making the instructional relationship between a teacher's lesson plans, student work, and assessments clear.[2] Tucker, Stronge, and Gareis (2002) discussed the beneficial nature of portfolios pointing out:

> Teacher portfolios are appealing for many reasons, including their authentic nature, recognition of the complex nature of teaching, encouragement of self-reflection, and facilitation of collaborative interaction with colleagues and supervisors. In addition, the inherent flexibility and adaptability of portfolios makes them an attractive vehicle for a range of purposes, particularly professional growth and evaluation.…Portfolios embody professionalism because they encourage the reflection and self-monitoring that are hallmarks of the true professional.[3]

The amount of material that can be collected for a portfolio is limited to the size of a binder -- generally a 1.5 inch three-ring binder -- thus, the employee must be selective. The portfolio should include only material that is applicable for the individual teacher's evaluation cycle. The division should provide the guidelines for the portfolio as well as the physical notebook, cover, and dividers to create it.

There are several key features of a quality teaching portfolio:

- It is grounded in the professional teaching standards.
- Artifacts of teacher and student work are selected purposefully to document teacher responsibilities accurately.
- It includes reflection on what the artifacts mean and how the teacher learned from them.[4]

Performance Artifacts

Performance artifacts are "the products and by-products of teaching that demonstrate a teacher's performance. They are the raw materials on which teachers reflect and from which they learn."[5] Artifacts are not created solely for a portfolio or document log, but are readily reviewed in portfolio/document log form. They should provide evidence of one or more of the teacher performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. Figure 3.3 offers suggestions for creating captions.

Figure 3.3: *Artifact Captions*

Descriptive title of the artifact
Performance standard documented by the artifact
Date created
Who created the artifact
Brief description of the context in which the artifact was used
Additional commentary by the teacher (if desired)[6]

Tips on Creating a Portfolio

The professional portfolio:

- is a work in progress and should be continually maintained throughout the evaluation period;
- should be user-friendly (neat, organized);
- includes a brief description or explanation for each entry;
- contains appropriate documentation based on contract status (i.e., probationary teachers, teachers with continuing contract);
- contains the items the teacher wishes to present to your evaluator, but will not be graded. The teacher will have full responsibility for contents, pacing, and development;

- is limited to items that will fit within the binder. Larger items can be photographed or photocopied for inclusion. Artifacts that do not fit in the binder (e.g., video or audio tapes) may be submitted, if agreed to by the evaluator in advance; and

- should contain summary information and analysis whenever possible.

Implementing Portfolios

Initially, teachers may be hesitant to begin keeping a portfolio. Tucker, Stronge, and Gareis (2002) point out that implementing the use of portfolios is a cyclical, not a linear, process. They offer several considerations to ensure effective implementation (see Figure 3.4).

Figure 3.4: *Suggestions for Implementing Portfolios*

Enlist volunteers: To make a change requires change agents. Find an initial cadre of teachers who are open to creating portfolios and are willing to become advocates for the initiative.

Start small: Creating portfolios requires a time investment and thus buy-in from the teachers. By starting with a small group of teachers and gradually increasing the numbers, a school may be better able to cultivate acceptance of the portfolio initiative.

Offer incentives and provide support: Provide the necessary moral and material support to encourage teachers to willingly participate in initiating portfolios. Freeing up time to allow teachers to create portfolios is key.

Study examples of best practice: Determine what has not worked in your own evaluation system and what aspects of a teacher portfolio are important to addressing these shortfalls. Find out what has been successful in regard to implementing portfolios in other schools.

Allow time for change: Acceptance by stakeholders, internal and external factors, and a variety of other issues make implementation of teacher portfolios a lengthy process. School divisions which have successfully implemented teacher portfolios report that the process can take over two years.

Provide training: Both teachers and their evaluators need to be familiar with the portfolio system. Consider creating a portfolio handbook to explain the process, expectations, timelines, and format.

Conduct field tests and refine the portfolio process: Prior to implementing any high-stakes consequences, make sure the portfolio is manageable for the teachers tasked to create it. Is the format realistic? Are all relevant performance responsibilities addressed? Is the timeline feasible? Feedback from the initial implementers should be addressed to make the portfolio system more usable, feasible, accurate, and fair.

Communicate and collaborate: Implementing a portfolio system is a multi-year process that involves an increasing number of stakeholders. As such, two-way communication is crucial to address expectations and concerns, and thus receive buy-in for the initiative. Collaboration among the stakeholders is an important way to gain the feedback which is necessary to refine the portfolio system.

Evaluate the use of portfolios after implementation: Evaluation of the portfolio system should be ongoing. Surveys and focus groups provide useful avenues to determine what is working with the portfolio system and what needs to be adjusted.

Document Logs

Document logs are similar in many ways to portfolios, yet are typically more concise. They tend to contain a more confined collection of specific artifacts, sometimes containing just those documents required by the school division. For probationary teachers and for teachers on *Performance Improvement Plans* (see Part 6), the document log contains items relevant to a single evaluation year. A new document log is begun for each evaluation cycle. Teachers with continuing contracts on a three-year evaluation cycle maintain the document log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: 2010-2011 Parent Contact Log).

Sample Documentation

Suggested documentation for each of the seven performance standards is listed below.

1. **Professional Knowledge**: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

Summary of a plan for integrating instruction

Class profile

Annotated list of instructional activities for a unit

Annotated photographs of teacher-made displays used in instruction

Annotated samples or photographs of instructional materials created by the teacher

Lesson/intervention plan (including goals and objectives, activities, resources, and assessment measures)

Summary of consultation with appropriate staff members regarding special needs of individual students

2. **Instructional Planning**: *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

Course Syllabus
Lesson Plan
Intervention Plan
Substitute Lesson Plan

3. **Instructional Delivery**: *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

Samples of handouts/presentation visuals
Technology samples on disk

4. **Assessment of and for Student Learning:** *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

Brief report describing your record-keeping system and how it is used to monitor student academic progress
Copy of teacher-made tests and other assessment measures
Copy of scoring rubric used for a student project
Summary explaining grading procedures
Photocopies or photographs of student work with written comments
Samples of educational reports, progress reports, or letters prepared for parents or students

5. **Learning Environment:** *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Student Survey Summary *(for teachers of students in grades 1-12*)
List of classroom rules with a brief explanation of the procedures used to develop and reinforce them
Diagram of the classroom with identifying comments
Diagram of alternative classroom arrangements used for special purposes with explanatory comments
Schedule of daily classroom routines
Explanation of behavior management philosophy and procedures

6. **Professionalism:** *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

Résumé
Documentation of presentations given
Certificates or other documentation from professional development activities completed (e.g., workshops, conferences, official transcripts from courses, etc.)
Thank you letter for serving as a mentor, cooperating teacher, school leader, volunteer, etc.
Samples of communication with students, parents/guardians, and peers

7. **Student Academic Progress:** *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

Student Achievement Goal Setting Form
Chart of student academic progress throughout the year
Analysis of grades for the marking period
Log of collegial collaboration
Documentation of meeting established annual goals
Test critique
Table of key knowledge and skills which indicates level of student mastery
Student growth percentile data if available
Data on student achievement from other valid, reliable sources

Sample Portfolio Templates

A sample of the table of contents for a portfolio is provided on the next page. The teacher should complete a table of contents for each performance standard including the activity names and any comments and place the artifacts immediately behind it.

Standard 1: Professional Knowledge
Standard 2: Instructional Planning
Standard 3: Instructional Delivery
Standard 4: Assessment of and for Student Learning
Standard 5: Learning Environment
Standard 6: Professionalism
Standard 7: Student Academic Progress

SAMPLE: Table of Contents

Standard _____	
Activity Name	**Teacher Comments (Optional)**

Self-Evaluation

Self-evaluation is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement.[7] When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.[8] Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged. A sample *Teacher Self-Evaluation Form* is provided on the following pages.

Teachers are faced with a dynamic context in which to apply their knowledge, skills, and abilities. What worked last year may not work this year for a variety of reasons, some of which are outside the teachers' control. When teachers take the time to think about how they might improve their delivery, instructional strategies, content, and so forth, they discover ways to make their practice more effective, which, in turn, may impact student learning. Aiarasian and Gullickson (1985) offered several strategies to enhance teachers' self-evaluation (see Figure 3.5).

Figure 3.5: *Strategies to Enhance Self-Evaluation*

Self-reflection tools: These involved check lists, questionnaires, and rating scales which are completed by the teacher to evaluate performance in terms of beliefs, practice, and outcomes.

Media recording and analysis: Audio and video recordings provide a useful method for the teachers and their peers to review and analyze a teacher's performance.

Student feedback: Surveys, journals, and questionnaires can provide a teacher with the students' perspective.

Teacher portfolio: Teachers have an opportunity for self-evaluation as they collect and analyze the various artifacts for their portfolio.

Student performance data: Teachers can assess their instructional effectiveness by using test results, projects, essays, and so forth.

External peer observation: Colleagues, peers, and administrators can provide useful feedback on particular aspects of another teacher's behavior.

Journaling: Teachers can identify and reflect on classroom activities, needs, and successes by keeping track of classroom activities or events.

Collegial dialogue/experience sharing/joint problem solving: By collaborating on strategies, procedures, and perceptions, teachers are exposed to the practices of colleagues, which can serve as a catalyst for them to examine their own practices.[9]

SAMPLE Teacher Self-Evaluation Form

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name _____ Date _____

1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* **Areas of strength:** **Areas needing work/strategies for improving performance:**
2. Instructional Planning *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.* **Areas of strength:** **Areas needing work/strategies for improving performance:**
3. Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.* **Areas of strength:** **Areas needing work/strategies for improving performance:**

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Areas of strength:

Areas needing work/strategies for improving performance:

Endnotes

[1] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[2] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[3] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002), p. 2

[4] Wolf, K., Lichtenstein, G., & Stevenson, C. (1997) as cited in Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[5] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002), p. 25

[6] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002), p. 28

[7] Airason, P. W. & Gullickson, A. (2006).

[8] Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002).

[9] Airason, P. W. & Gullickson, A. (1985) as cited in Airason, P. W. & Gullickson, A. (2006), p. 195.

Part 4: Connecting Teacher Performance to Student Academic Progress

Despite the preponderance of evidence that the most important school-related factor in students' education is the quality of their teachers, teacher evaluation frequently ignores the results of teaching – student learning.[1] Schalock, Schalock, Cowart, and Myton (1993) stated that if the purpose of teaching is to nurture learning, then both teachers and schools as a whole should be judged for their effectiveness on the basis of what and how much students learn.[2] Using student academic progress (as a measure of student achievement) to inform teacher evaluation only makes sense because the most direct measure of teacher quality appears to be student achievement. Research strongly supports the argument that ineffective teachers negatively impact students' learning while effective teachers lead to higher student achievement growth.

In addition, linking student academic progress with teacher evaluation offers significant potential because progress:

- provides an objective measure of teacher effectiveness and recognizes that students bring different levels of achievement to each classroom;
- can serve as meaningful feedback for instructional improvement;
- can serve as a barometer of success and a motivation tool; and
- is derived from student assessment and is an integral facet of instruction.[3]

Why Connect Teacher Performance to Student Academic Progress?

There are many reasons for including student academic progress in achievement information as part of the teacher evaluation process.

- There is an abundant research base substantiating the claim that teacher quality is the most important school-related factor influencing student achievement.[4]
- Using measures of student learning in the evaluation process provides the "ultimate accountability" for educating students.[5]
- Another requirement for the fair determination of learning gains is a defensible methodology for analyzing measures of student learning (for example, well-tested applications such as residual learning gains derived from regression analyses or percentile growth scores). Note: while various applications that currently are available have been carefully and thoughtfully developed and tested with the best psychometric elements considered, there are no applications that are perfect.[6]

- The variance in student achievement gains explained by teacher effects is greater in low socio-economic status schools than in high socio-economic status schools.[7]

Furthermore, there are several other compelling findings related to the impact a teacher's effectiveness has on students:

- A teacher in the 90th percentile of effectiveness can achieve in half a year what a teacher at the 10th percentile can do in a full year.[8]

- Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, mathematics, science, and social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.[9]

- The variance of teacher effects in mathematics is much larger than that in reading, possibly because mathematics is learned mostly in school and, therefore, may be more directly influenced by teachers. This finding also might be a result of greater variation in how well teachers teach mathematics.[10]

Several of the studies shown in Figure 4.1 have examined this variability.

Figure 4.1: *Student Achievement Accounted for by Teacher Effects*[11]

Study	**Approximate Variability in Student Achievement Explained by Teacher Effectiveness**
Goldhaber (2002)	8.5 percent
Heistad (1999)	9.2 percent
Nye, Konstantopoulos, & Hedges (2004)	7-21 percent
Rivkin, Hanushek, & Kain (2005)	15 percent
Munoz & Chang (2007)	14 percent

Looking at it another way, Figure 4.2 shows just how large an impact on student achievement effective teachers can have over ineffective teachers.

Figure 4.2: *Comparative Impact of Effective Versus Ineffective Primary Grade Teachers*[12]

Teacher Effectiveness Level	Comparative Impact on Student Achievement
Reading: 25th vs. 75th percentile teacher	+0.35 Standard Deviation
Math: 25th vs. 75th percentile teacher	+0.48 Standard Deviation
Reading: 50th vs. 90th percentile teacher	+0.33 Standard Deviation
Math: 50th vs. 90th percentile teacher	+0.46 Standard Deviation

Note: To illustrate the conversion of a standard deviation into percentiles, if a student started at the 50th percentile on a pre-test and her performance increased by 0.50 standard deviation on the post-test, the student would have a score at approximately the 67th percentile -- a gain of 17 percentile points.

Implementation Concerns

When deciding to include student academic progress in teacher evaluation, schools need to be aware of several implementation concerns:

- The use of student learning measures in teacher evaluation is novel for both teachers and principals. Thus, there may be initial resistance to this change in evaluation practices.

- The impact on student learning must be assessed in multiple ways over time, not by using just one test, to reliably and accurately measure teacher influence.

- Testing programs in many states and school districts do not fully reflect the taught curriculum, and it is important to choose multiple measures that reflect the intended curriculum.

- While the Virginia Department of Education is developing the capability to calculate student growth percentiles, there are multiple ways of measuring student academic progress. It may be appropriate to use student achievement in the context of goal setting as an additional measure. It is unclear what the fairest and most accurate methodology is for determining gains.[13]

Virginia Law

Virginia law requires principals, assistant principals, and teachers to be evaluated using measures of student academic progress. Article 2, §22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following:

> A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel

> assigned to his supervision. Beginning September 1, 2000, (i) principals must have received training, provided pursuant to §22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and **student academic progress** [emphasis added], prior to submitting such recommendations; and (ii) assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.[14]

Article 2, §22.1-295 states, in part, the following:

> School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.[15]

Methods for Connecting Student Performance to Teacher Evaluation

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation while encouraging local flexibility in implementation. These guidelines recommend that student academic progress account for 40 percent of an individual's summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.

2. At least 20 percent of the teacher evaluation (half of the student academic progress measure) is comprised of student growth percentiles as provided from the Virginia Department of Education when the data are available and can be used appropriately.[16]

3. Another 20 percent of the teacher evaluation (half of the student academic progress measure) should be measured using one or more alternative measures with evidence that the alternative measure is valid. ***Note:*** Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school.

It is important to understand that less than 30 percent of teachers in Virginia's public schools will have a direct measure of student academic progress available based on Standards of Learning assessment results. When the state-provided growth measure *is* available, it is important that the data be reviewed for accuracy and appropriateness before including in a teacher's performance evaluation. Guidance for applying student growth percentiles to teacher performance evaluation are provided in Figure 4.3. It is important to recognize that, there must be additional measures

for all teachers to ensure that there are student academic progress measures available for teachers who will not be provided with data from the state, and to ensure that more than one measure of student academic progress can be included in all teacher's evaluations. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

In choosing measures of student academic progress, schools and school divisions should consider individual teacher and schoolwide goals, and align performance measures to the goals. In considering the association between schoolwide goals and teacher performance, it may be appropriate to apply the state growth measure -- student growth percentiles (SGP) -- as one measure of progress for teachers who provide support for mathematics or reading instruction. For example, a school-level median growth percentile could be applied to all teachers in a grade-level, department, or whole school as one of multiple measures for documenting student academic progress. This would be appropriate only if all teachers were expected to contribute directly to student progress in mathematics or reading. Ultimately, the choice of how to apply student growth percentiles to teachers who are supporting mathematics and reading achievement would be a local one; it is critical that decisions to apply SGP data to support teachers as part of their evaluation must be made in a manner that is consistent with individual, school or school division goals.

In considering schoolwide goals, school leaders could decide that all teachers would be evaluated, in part, based on state-provided student growth percentiles. An example of an appropriate application of the student growth percentile is presented in the box below.

If a school was focused on schoolwide improvement in mathematics, the leadership might identify strategies that enable all instructional personnel -- including resource teachers -- to incorporate into their classroom instruction that supports schoolwide growth in mathematics. In this situation, the school also may choose to incorporate the school-level median growth percentile in mathematics as an indicator of progress for teachers who are responsible for supporting mathematics instruction, as well as other progress indicators such as those developed through student goals based on content specific goals (e.g., student achievement goals developed for learning in music class). Teachers who have primary responsibility for providing mathematics instruction (primary classroom teachers) incorporate the median student growth percentiles from students in their classes and another measure of student academic progress as indicators of progress documented to meet Standard 7.

Other measures of student academic progress are critical for determining teacher impact on performance. To the extent possible, teachers and administrators should choose measures of student academic progress that are based on validated quantitative measures, and provide data that reflect progress in student learning. Validated assessment tools that provide quantitative measures of learning and achievement should be the first choice in measuring student academic progress. Often, a combination of absolute achievement, as measured by nationally validated assessments and goal setting (described later in this document) is appropriate.

There also are teachers for whom validated achievement measures are not readily available. In these situations, student goal setting provides an approach that quantifies student academic progress in meaningful ways and is an appropriate option for measuring student academic progress.

Figure 4.3: *Guidance for Incorporating Multiple Measures of Student Academic Progress into Teacher Performance Evaluations*

Teachers	Application of Student Growth Percentiles	Other Student Academic Progress Measures
Teachers of reading and mathematics for whom student growth percentiles are available	20 percent of the total evaluation based on median growth percentile when: • data from at least 40 students are available, possibly from multiple years; • data from students are representative of students taught[17]; and • data from at least two years are available; three years should be reviewed whenever possible.	20 percent of the total evaluation based on other measures of student academic progress: • quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • student goal setting should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam).
Teachers who support instruction in reading and mathematics for whom student growth percentiles are available	When aligned to individual or schoolwide goals, no more than 20 percent of the total evaluation could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level) when data from at least 40 students are available; data are representative of students taught; are available for at least two years; and include: • Decisions about the application of student growth percentiles for support teachers must be	20 or 40 percent of the total evaluation based on measures of student academic progress other than the SGP, depending on the application of student growth percentiles: • quantitative measures already available in the school that are validated and provide valid measures of student academic growth (as opposed to absolute achievement) should be given priority in evaluation. • student goal setting or other measures should incorporate

Teachers	Application of Student Growth Percentiles	Other Student Academic Progress Measures
	made locally. • Depending on schoolwide goals, it is possible that all instructional personnel in a school are considered support teachers.	data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.
Teachers who have no direct or indirect role in teaching reading or mathematics in grades where SGPs are available	Not applicable	40 percent of the total evaluation based on measures of student academic progress other than the SGP: • quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • student goal setting or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of student academic progress included in the evaluation.

Goal Setting for Student Achievement

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting* is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added -- or gain score -- approach can be used that documents their influence on student learning. Simply put, a value-added assessment system can be summarized using the equation in Figure 4.4.

Figure 4.4: *Student Achievement Goal Setting Equation*

	Student Learning End Result
-	Student Learning Beginning Score
	Student Gain Score

Why Student Achievement Goal Setting?

Teachers have a definite and powerful impact on student learning and academic performance.[18] The purposes of goal setting include focusing attention on students and on instructional improvement based on a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting is to:

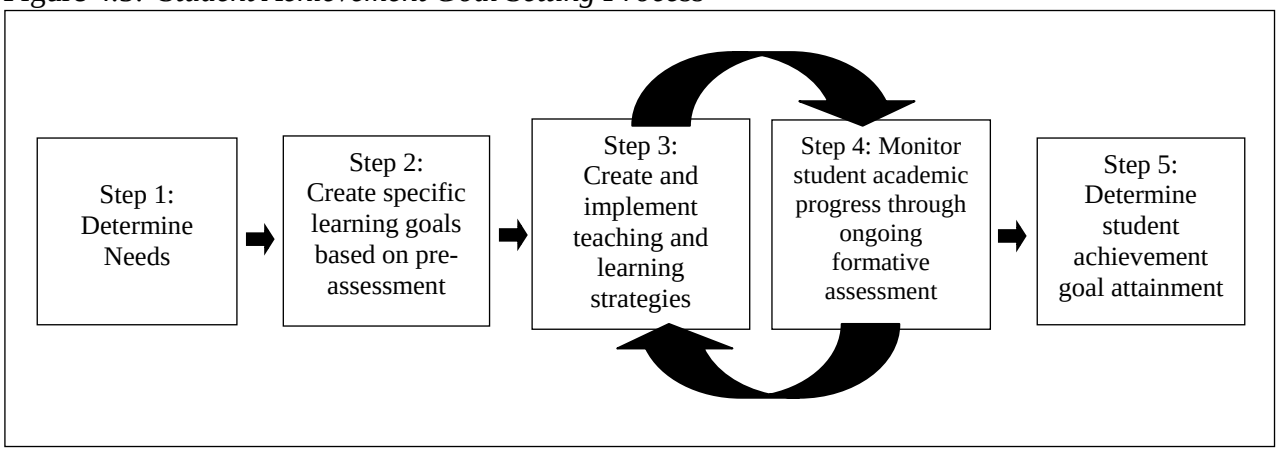
- make explicit the connection between teaching and learning;
- make instructional decisions based upon student data;
- provide a tool for school improvement;
- increase the effectiveness of instruction via continuous professional growth;
- focus attention on student results; and ultimately
- increase student achievement.[19]

Goal Setting Process

Student achievement goal setting involves several steps, beginning with knowing where students are in relation to what is expected of them. Then, teachers can set specific, measurable goals

based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 4.5 depicts theses steps.

Figure 4.5: *Student Achievement Goal Setting Process*[20]



Each teacher, using the results of an initial assessment, sets an annual goal[21] for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The *Goal Setting for Student Academic Progress Form* (shown on pages 50-51) may be used for developing and assessing the annual goal. Student academic progress goals measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and *what is the difference*.

Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student academic progress:

- criterion-referenced tests;
- norm-referenced tests;
- standardized achievement tests;
- school adopted interim/common/benchmark assessments; and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct schoolwide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons.

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 4.6) is a useful way to self-assess a goal's feasibility and worth.

Figure 4.6: *Acronym for Developing Goals*

Specific:	The goal is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the teacher's control to effect change.
Realistic:	The goal is feasible for the teacher.
Time limited:	The goal is contained within a single school year.

Submission of the Goal Setting for Student Academic Progress Form

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year teachers are responsible for submitting their goals to their evaluator within the first month of the school year.

Mid-Year Review of Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held prior to March 1. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the principal. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, administrators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores.

Goal Setting Form Explanation

The following describes the sections of the *Goal Setting for Student Academic Progress Form* found on pages 56-57.

I. ***Setting:*** Describe the population and special circumstances of the goal setting.

II. ***Identify the content area:*** The area/topic addressed based on learner achievement, learner or program progress, or observational data.

III. ***Provide baseline data:*** Determine the learners' baseline data (where they are now) using the following process:

- collect and review data;
- analyze the data;
- interpret the data; and
- determine needs.

IV. ***Write goal statement:*** What do you want learners to accomplish?

- Select an emphasis for your goal, focusing on the classroom/teacher level.
- Develop an annual goal.

V. ***Means for attaining the goal:*** Activities used to accomplish the goals including how progress is measured and target dates. Examples of strategies to improve student learning are shown in Figure 4.7.

VI. ***Mid-year review:*** Accomplishments after the second quarter student interim progress reports are issued, but prior to the end of the semester. If needed, make adjustments to the professional development strategies, etc.

VII. ***End-of-year data results:*** Accomplishments at the end of the year.

Figure 4.7: *Strategies to Improve Student Learning*[22]

Learning Strategies include:

- Modified teaching/work arrangement;
- Cooperative planning with master teachers, team members, department members;
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors;
- Visits to other classrooms;
- Shared instructional materials;
- Use of instructional strategies (e.g., differentiation, interactive planning);
- Focused classroom observation;
- Development of curricular supplements;
- Completion of workshops, conferences, coursework; and
- Co-leading; collaborative teaching.

SAMPLE Goal Setting for Student Academic Progress Form

Directions: This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells.

Teacher's Name_____

Subject/Grade _____ **School Year** ____ - ____

Evaluator's Name_____

Initial Goal Submission (due by _____ to the evaluator)

I. Setting *(Describe the population and special learning circumstances.)*	
II. Content/Subject/Field Area *(The area/topic addressed based on learner achievement, data analysis, or observational data)*	
III. Baseline Data *(What does the current data show?)*	☐ *Data attached*
IV. Goal Statement *(Describe what you want learners/program to accomplish.)*	

V. Means for Attaining Goal *(Strategies used to accomplish the goal)*

Strategy	Evidence	Target Date

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

VI. Mid-Year Review *(Describe goal progress and other relevant data.)*	*Mid-year review conducted on*_____ *Initials:* _____*(teacher)* _____*(evaluator)*
	☐ *Data attached*

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

VII. End-of-Year Review

☐ ***Appropriate Data Received***

Strategies used and data provided demonstrate appropriate Student Growth ☐ ***Yes*** ☐ ***No***

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Endnotes

[1] Marshall, K. (2005); Stronge, J. H. (2006); Tucker, P. D. & Stronge, J. H. (2005).

[2] Schalock, H. D., Schalock, M. D., Cowart, B. & Myton, D. (1993).

[3] Tucker, P. D. & Stronge, J. H. (2005), p. 6.

[4] Nye, B. et al. (2004); Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2001).

[5] Tucker, P. D. & Stronge, J. H. (2001).

[6] Tucker, P. D. & Stronge, J. H. (2006).

[7] Nye, B., Konstantopoulos, S, & Hedges. L. V. (2004); Sanders, W. L. & Horn, S. P. (1998).

[8] Leigh, A. (n.d.), p. 11.

[9] Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2008).

[10] Nye, B., Konstantopoulos, S, & Hedges. L. V. (2004).

[11] Stronge, J. H. (2010a), p. 24.

[12] Stronge, J. H. (2010a), p. 19.

[13] Tucker, P. D. & Stronge, J. H. (2006), pp. 158-159.

[14] Virginia School Boards Association. (2006), p. 175.

[15] Virginia School Boards Association. (2006), p. 177.

[16] At the time that this document was completed, VDOE was developing the capability to calculate student growth percentiles. Information about student growth percentiles will be provided, when available.

[17] Teachers and administrators need to determine the applicability of student growth percentiles to the evaluation of teachers who teach disproportionately large numbers of students for whom no student growth percentile is available. Students without a growth percentile will include those who: participated in alternative assessments, transferred into their classroom from out of state or late in the school year, or have earned sufficiently high scores on the SOL test that the student growth percentile was not provided. In situations in which a significant proportion of students taught do not have a growth percentile, the median growth percentile would not be appropriate to apply to evaluations, or would need to be considered and applied to Standard 7 in the context of growth data from other measures, not necessarily as half of the data contributing to Standard 7.

[18] Tucker, P. D. & Stronge, J. H. (2005).

[19] Tucker, P. D. & Stronge, J. H. (2005).

[20] Stronge, J. H. & Grant, L. H. (2008).

[21] The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

[22] For additional information regarding how to design student achievement goals and for samples of goals already developed, please refer to: Stronge, J. H. & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning. Larchmont*, NY: Eye On Education. (eyeoneducation.com)

Part 5: Rating Teacher Performance

For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both interim and summative evaluations of teachers. While the site administrator has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Interim Evaluation

Some teacher evaluation systems include an interim review, especially for probationary teachers, in order to provide systematic feedback prior to the completion of a summative evaluation. The multiple data sources discussed in Part 3 are used to compile a *Teacher Interim Performance Report* that indicates if a teacher has shown evidence of each of the performance standards. The evaluator should share her/his assessment of the teacher's performance by a given date (for example, the last school day before winter break each year for Probationary teachers). *Please note that the Teacher Interim Performance Report is used to document evidence of meeting the seven standards, but does not include a rating of performance.* A sample *Teacher Interim Performance Report* is provided on pages 54-57.

SAMPLE Teacher Interim Performance Report

Teacher _____ ***School Year(s)*** _____

Grade/Subject _____ ***School*** _____

Directions: Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, portfolio review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Strengths:

Areas of Improvement:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

☐ Evident ☐ Not Evident

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

☐ Evident ☐ Not Evident

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

☐ Evident ☐ Not Evident

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

☐ Evident ☐ Not Evident

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

☐ Evident ☐ Not Evident

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

☐ Evident ☐ Not Evident

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Comments:

☐ Evident ☐ Not Evident

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle (i.e., one-year for probationary teachers, three years for Continuing Contract teachers). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual teacher performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined teacher expectations.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from "exemplary" to "unacceptable." The use of the scale enables evaluators to acknowledge effective performance (i.e., "exemplary" and "proficient") and provides two levels of feedback for teachers not meeting expectations (i.e., "needs improvement" and "unacceptable"). The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven teacher performance standards, not to performance indicators.*

Figure 5.1*: Definitions of Terms Used in Rating Scale*

Category	Description	Definition
Exemplary	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the school's mission and goals.	Exceptional performance: • consistently exhibits behaviors that have a strong positive impact on learners and the school climate • serves as a role model to others • sustains high performance over a period of time
Proficient	The teacher meets the standard in a manner that is consistent with the school's mission and goals.	Effective performance: • meets the requirements contained in the job description as expressed in the evaluation criteria • demonstrates willingness to learn and apply new skills • exhibits behaviors that have a positive impact on learners and the school climate

Category	Description	Definition
Needs Improvement	The teacher often performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Ineffective performance: • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school's mission and goals.	Poor-quality performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • may result in the employee not being recommended for continued employment

How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating teacher performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They were introduced in Part 2, and examples are provided again in this section.

Performance Rubric

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven teacher performance standards. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help teachers to focus on ways to enhance their teaching practices. ***Please note: The rating of "proficient" is the expected level of performance. Additionally, the recommended performance rubrics presented here may be modified at the discretion of school division decision makers.***

Figure 5.2: *Example of a Performance Rubric*

Instructional Delivery (Performance Standard 3)

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the teacher optimizes students' opportunities to learn by engaging them in higher order thinking and/or enhanced performance skills.	**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.**	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

** Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Rubrics for Performance Standards

Teachers are evaluated on the performance standards using the following performance appraisal rubrics:

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

1.1 Effectively addresses appropriate curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

1.4 Demonstrates an accurate knowledge of the subject matter.

1.5 Demonstrates skills relevant to the subject area(s) taught.

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	**The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.**	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

2.1 Uses student learning data to guide planning.

2.2 Plans time realistically for pacing, content mastery, and transitions.

2.3 Plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	**The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.**	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet the students' needs.

3.4 Reinforces learning goals consistently throughout the lesson.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.**	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with established curriculum standards and benchmarks.

4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Gives constructive and frequent feedback to students on their learning.

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	**The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.**	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Promotes cultural sensitivity.

5.6 Respects students' diversity, including language, culture, race, gender, and special needs.

5.7 Actively listens and pays attention to students' needs and responses.

5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.**	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

6.2 Adheres to federal and state laws, school policies and ethical guidelines.

6.3 Incorporates learning from professional growth opportunities into instructional practice.

6.4 Sets goals for improvement of knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Exemplary*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	**The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.**	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of

student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators
Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	**Developing/Needs Improvement**	**Unacceptable**
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	**The work of the teacher results in acceptable, measurable, and appropriate student academic progress.**	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

* *Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Rubrics and Summative Evaluation

Evaluators make judgments about performance of the seven teacher standards based on all available evidence. After collecting information gathered through observation, goal setting, student performance measures, and other appropriate information sources, the evaluator applies the four-level rating scale to evaluate a teacher's performance on all teacher expectations for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. A sample *Teacher Summative Performance Report* is provided on pages 69-72. The results of the evaluation must be discussed with the teacher at a summative evaluation conference.

Summative evaluations should be completed in compliance with the *Code of Virginia* and school division policy. For teachers with continuing contract status, evaluations take place at the end of the defined evaluation cycle. However, if a teacher with continuing contract status is

not meeting expectations (at any point in the cycle) or is fulfilling a performance improvement plan, the evaluation cycle will vary. Summative evaluation for teachers with continuing contract status is based on all applicable data collected during the evaluation cycle.

Summative ratings should apply the rating for each of the seven performance expectations, with the most significant weight given to Standard 7 - student academic progress. This document suggests that school divisions weight each of the first six standards equally at 10 percent, and that Standard 7 account for 40 percent of the evaluation. In determining the final summative rating, the following approach could be used:

1. Apply numbers 1 (unacceptable) through 4 (exemplary) to the rating scale
   Exemplary = 4
   Proficient = 3
   Developing/Needs Improvement = 2
   Unacceptable = 1;

2. Calculate the weighted contribution of each standard to the summative evaluation; and

3. Add the weighted contribution to achieve the final summative evaluation.

The following tables provide two examples of how this approach would apply.

Example of Weighted Calculations for Teacher Performance Evaluation

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1	Proficient	3	10%	0.3
Standard 2	Proficient	3	10%	0.3
Standard 3	Proficient	3	10%	0.3
Standard 4	Proficient	3	10%	0.3
Standard 5	Proficient	3	10%	0.3
Standard 6	Exemplary	4	10%	0.4
Standard 7	Proficient	3	40%	1.2
			Summative Rating (sum of weighted contributions)	**3.1**

Teacher Performance Standard	Performance Rating	Quantified Performance Rating	Percentage contribution to the summative rating	Weighted Contribution= (quantified performance rating * Percentage Contribution)
Standard 1	Proficient	3	10%	0.3
Standard 2	Developing	2	10%	0.2
Standard 3	Proficient	2	10%	0.3
Standard 4	Proficient	3	10%	0.3
Standard 5	Proficient	3	10%	0.3
Standard 6	Developing	2	10%	0.2
Standard 7	Proficient	3	40%	1.2
			Summative Rating (sum of weighted contributions)	**2.8**

When applying the summary rating from a quantitative perspective, school divisions will need to establish and document, *a priori*, cut-offs for determining final summative ratings after the weighted contribution is calculated. For example, standard rounding rules may be applied (any rating of 2.5 to 3.4 results in a summative rating of proficient), possibly in conjunction with additional criteria. School divisions also may establish and document additional criteria to the summative rating. For example, a school division may decide that no teachers can be given a summary rating of exemplary if they are rated below proficient on any of the seven standards, or that summative criteria should differ for teachers at different points on the career ladder. For example, a school division may decide that regardless of the sum of weighted contributions, teachers with five or more years of experience who do not have an exemplary rating on Standard 7 (Student Academic Progress) may not be given an overall exemplary rating. These decisions, and documentation of such decisions, must be made before the new evaluation system is put in place. As well, it is critical that teachers understand the requirements before the evaluation cycle begins.

SAMPLE Teacher Summative Performance Report

Directions: Evaluators use this form prior to April 15 to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.

Teacher _____ ***School Year(s)*** _____

Grade/Subject _____ ***School*** _____

Contract Status: ☐ *Probationary* ☐ *Continuing Contract*

1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.* • Effectively addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. • Demonstrates an accurate knowledge of the subject area(s) taught. • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations and an understanding of the subject. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. • Communicates clearly and checks for understanding. *Comments*:	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
2. Instructional Planning *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.* • Uses student learning data to guide planning. • Plans time realistically for pacing, content mastery, and transitions. • Plans for differentiated instruction. • Aligns lesson objectives to the school's curriculum and student learning needs. • Develops appropriate long- and short-range plans and adapts plans when needed *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*

3. Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.* • Engages and maintains students in active learning. • Builds upon students' existing knowledge and skills. • Differentiates instruction to meet the students' needs. • Reinforces learning goals consistently throughout lessons. • Uses a variety of effective instructional strategies and resources. • Uses instructional technology to enhance student learning. • Communicates clearly and checks for understanding. *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
4. Assessment of/for Student Learning *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.* • Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. • Involves students in setting learning goals and monitoring their own progress. • Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. • Aligns student assessment with established curriculum standards and benchmarks. • Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives. • Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. • Gives constructive and frequent feedback to students on their learning *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
5. Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.* • Arranges the classroom to maximize learning while providing a safe environment. • Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. • Maximizes instructional time and minimizes disruptions. • Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. • Promotes cultural sensitivity. • Respects students' diversity, including language, culture, race, gender, and special needs. • Actively listens and pays attention to students' needs and responses. • Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*

Comments:	
6. Professionalism *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.* • Collaborates and communicates effectively within the school community to promote students' well-being and success. • Adheres to federal and state laws, school policies, and ethical guidelines. • Incorporates learning from professional growth opportunities into instructional practice. • Sets goals for improvement of knowledge and skills. • Engages in activities outside the classroom intended for school and student enhancement. • Works in a collegial and collaborative manner with administrators, other school personnel, and the community. • Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress. • Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues. • Demonstrates consistent mastery of standard oral and written English in all communication. *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*
7. Student Academic Progress *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.* • Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data. • Documents the progress of each student throughout the year. • Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth. • Uses available performance outcome data to continually document and communicate student academic progress and develop interi learning targets. *Comments:*	**Rating** ☐ *Exemplary* ☐ *Proficient* ☐ *Developing/ Needs Improvement* ☐ *Unacceptable*

Overall Evaluation Summary:
Include comments here

☐ **Exemplary**

☐ **Proficient**

☐ **Developing/Needs Improvement**

☐ **Unacceptable**

☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Evaluator's Name	Teacher's Name
Evaluator's Signature	Teacher's Signature (Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
Date	Date
Site Administrator's Name	
Site Administrator's Signature	Date

Part 6: Improving Teacher Performance

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the teacher. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of performance that *requires* improvement due to less-than-proficient performance.

Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 6.1 highlights key differences between the two processes.

Figure 6.1: *Two Tools to Increase Professional Performance*

	Support Dialogue	**Performance Improvement Plan**
Purpose	For teachers who could benefit from targeted performance improvement OR who would like to systematically focus on her/his own performance growth.	For teachers whose work is in the "Needs Improvement" or "Unacceptable categories"
Initiates Process	Evaluator or teacher	Evaluator*
Documentation	Form Provided: None Memo or other record of the discussion/ other forms of documentation at the building/worksite level	Form Required: *Performance Improvement Plan* Building/Worksite Level Director/Superintendent is notified
Outcomes	• Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the teacher • In some instances, little or no progress -- the employee may be moved to an *Improvement Plan*	• Sufficient improvement -- recommendation to continue employment • Inadequate improvement -- recommendation to continue on Performance Improvement Plan OR non-renew or dismiss the employee

* The principal is responsible for the overall supervision of personnel in the worksite/department/school and, as such, monitors the *Performance Improvement Plan* and makes the recommendations to the superintendent or her or his designee about the teacher's progress. If an assistant principal has been collecting documentation such as observations, the assistant principal and the principal must confer about the *Performance Improvement Plan*. Article 2, § 22-1.293 of the *Code of Virginia*: Teachers, Officers and Employees, states, in part, the following: A principal may submit recommendations to the division superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his supervision. Beginning September 1, 2000, (i) principals must have received training, provided pursuant to §22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress prior to submitting such recommendations; and (ii) assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also have received such training in the evaluation and documentation of employee performance.

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing teachers. The option for a *Support Dialogue* is open to any teacher who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the teacher's growth (see sample prompts in Figure 6.2) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* on p. 75. After the agreed upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 6.2).

Figure 6.2: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can I or others at the school/worksite provide you?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____(tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a teacher seeking self-improvement, the evaluator and the teacher may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For teachers for whom the evaluator initiated the *Support Dialogue*, the desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a specified time period (for example, 90 calendar days) to demonstrate that the identified deficiencies have been corrected.

SAMPLE: Support Dialogue Form *(optional)*

Directions: Teachers and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional and will not become part of a teacher's permanent record.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan* Form on pages 78-79. A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a teacher receives two or more "Not Evident" ratings at the interim review;
- a rating of "Developing/Needs Improvement" on two or more performance standards; or
- a rating of "Unacceptable" on one or more performance standards or an overall rating of "Unacceptable."

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan*, the evaluator must:

a) provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;

b) formulate a *Performance Improvement Plan* in conjunction with the teacher; and

c) review the results of the *Performance Improvement Plan* with the teacher within established timelines.

Assistance may include:

- assistance from a curriculum or program coordinator;
- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics; and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

a) Sufficient improvement has been achieved; the teacher is no longer on a *Performance*

Improvement Plan and is rated "Proficient."

b) Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated "Developing/Needs Improvement."

c) Little or no improvement has been achieved; the teacher is rated "Unacceptable."

When a teacher is rated "Unacceptable," the teacher may be recommended for dismissal. If not dismissed, a new *Performance Improvement Plan* will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated "Unacceptable" a second time, the teacher will be recommended for dismissal.

When a teacher with continuing contract status is rated "Unacceptable," a *Performance Improvement Plan* will be developed and implemented. Following implementation of the *Performance Improvement Plan*, additional performance data, including observations as applicable, will be collected.

Request for Review of an "Unacceptable" Rating

The teacher may request a review of the evidence in relation to an "Unacceptable" rating received on a Summative Evaluation or, as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school division.

SAMPLE: Performance Improvement Plan Form

(Required for a Teacher Placed on a Remediation Plan of Action)

Teacher _____ **School** _____

Grade/Subject _____ **School Year** _____

Evaluator _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of unacceptable performance.

Teacher's Name _____

Teacher's Signature _____ Date Initiated_____

Evaluator's Name _____

Evaluator's Signature _____ Date Initiated_____

Results of Performance Improvement Plan[a]

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Improvement Plan:

- ☐ The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- ☐ The deficiencies were not corrected: teacher is recommended for non-renewal/dismissal.

Teacher's Name _____

Teacher's Signature _____ Date Reviewed_____
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Evaluator's Name _____

Evaluator's Signature _____ Date Reviewed_____

[a] These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.

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Part 1: Introduction

The *Virginia Standards for the Professional Practice of Teachers* were originally developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. In 2004, a task force comprised of outstanding teachers representing all grade levels, subject area expertise, and regions within the state drafted the initial *Virginia Standards for the Professional Practice of Teachers*. The Virginia Department of Education (VDOE) then hosted focus group meetings in all eight regions of the state to provide opportunities for Virginia educators at the division, school, and higher education levels to provide feedback on the draft standards. Based on their feedback, the standards were revised and adopted by the Virginia Board of Education in 2008 as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

Teaching standards provide a vision for the profession. They define what teachers should know and do. By creating a conceptual model for effective teaching, the standards establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession development can be aligned. The standards also can assist teachers in reflecting on their teaching practice and its impact on student learning. The standards should guide the development of all teachers throughout their careers as they continually seek to improve their practice.

In 2010, in response to a growing state and national emphasis on teacher effectiveness, the Virginia Department of Education convened a task force to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The revised *Virginia Standards for the Professional Practice of Teachers* reflect a closer alignment in structure between the two documents to assist educators in using the standards to improve the practice and performance of teachers.

The revised *Virginia Standards for the Professional Practice of Teachers* document is presented in two sections: Standards for the Professional Practice of All Teachers and Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health and physical education; and special education. The standards are organized around six interrelated categories of teaching practice.

The *Guidelines for Uniform Performance Standards for Teachers* (revised 2011) include seven performance standards. The seventh performance standard is student academic progress. Within each of the six standards listed below are key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. Together these six standards and key elements represent the scope and complexity of teaching.

- **Professional Knowledge**
- **Instructional Planning**

- **Instructional Delivery**
- **Assessment of and for Student Learning**
- **Learning Environment**
- **Professionalism**

The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas follows the same format as the *Virginia Standards for the Professional Practice of Teachers* and builds on the *Virginia Licensure Regulations for School Personnel* and the Virginia Standards of Learning. Standards developed by the National Board for Professional Teaching Standards in the various content areas also guided the work of the content-specific task force members.

To further guide teachers as they define and develop their practice around the six standards, two supplemental documents are provided. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insight through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard. These questions address only a sample of important aspects of teaching and are not intended to be used as a check list. Rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Part 2:
Standards for the Professional Practice of All Teachers

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 2: Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 3: Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.

Standard Two: Instructional Planning

Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

Key Element 3: Teachers plan instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 4: Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.

Key Element 5: Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.

Key Element 6: Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers differentiate instruction to accommodate the learning needs of all students.

Key Element 2: Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.

Key Element 3: Teachers communicate clearly and check regularly for understanding.

Key Element 4: Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.

Key Element 2: Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.

Key Element 3: Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.

Key Element 4: Teachers set measurable and appropriate goals for students based on baseline data and accept responsibility for providing instruction that will enable students to achieve those goals.

Standard Five: Learning Environment

Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers create a safe and positive learning environment.

Key Element 2: Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Key Element 3: Teachers develop and maintain rapport with students.

Key Element 4: Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.

Key Element 5: Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers work in partnership with families to promote student learning at home and in the school.

Key Element 2: Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers model professional and ethical standards as well as personal integrity in all interactions.

Key Element 4: Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

Key Element 5: Teachers continually reflect on, evaluate, and seek to improve their practice.

Key Element 6: Teachers take responsibility for and participate in a meaningful and continuous process of professional development.

Key Element 7: Teachers effectively use standard oral and written English in all communications.

Part 3: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English

Standard One: Professional Knowledge

Teachers of English demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of English use information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

Key Element 2: Teachers of English demonstrate an understanding of the knowledge, skills, and processes of English and use this knowledge to establish instructional goals that address appropriate English curriculum standards.

Key Element 3: Teachers of English use standards, resources, and techniques to maximize student learning in the areas of speaking, listening, reading, writing, and research.

Key Element 4: Teachers of English use a variety of texts, ideas, perspectives and approaches in the study of literature to expand student knowledge of themselves and their world.

Key Element 5: Teachers of English apply the conventions of standard English in reading, writing, and oral communication.

Key Element 6: Teachers of English understand the writing process and use a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

Key Element 7: Teachers of English are knowledgeable in a variety of effective reading strategies and help students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

Standard Two: Instructional Planning

Teachers of English plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of English select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

Key Element 2: Teachers of English incorporate real world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

Standard Three: Instructional Delivery

Teachers of English effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of English facilitate students' active learning through projects, collaborative work, multi-media, and oral interpretation.

Key Element 2: Teachers of English use a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

Key Element 3: Teachers of English encourage students' self-directed learning and the creative application of oral language, writing, and reading interpretation.

Key Element 4: Teachers of English encourage inquiry and require students to provide credible evidence from a variety of sources.

Standard Four: Assessment of and for Student Learning

Teachers of English systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of English engage students in a variety of formative and summative assessments to include oral, written, and self-assessments.

Standard Five: Learning Environment

Teachers of English use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of English create and maintain a classroom environment that supports and encourages students to develop and practice communication skills.

Key Element 2: Teachers of English create an intellectual environment that enables students to develop competence in reading, writing, listening, and speaking skills.

Key Element 3: Teachers of English encourage opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

Standard Six: Professionalism

Teachers of English maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of English reflect on what they teach and how they teach. They keep abreast of current research-based practices in English and continually seek to improve their knowledge and practice.

Key Element 2: Teachers of English collaborate with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary professionals into the classroom. These learning experiences may include student writing as well as providing opportunities for speeches, presentations, and dramatic interpretation.

Key Element 3: Teachers of English effectively use standard oral and written English in all communications.

Part 4: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of History and Social Science

Standard One: Professional Knowledge

Teachers of history and social science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of history and social science use information regarding student development, prior knowledge, background, interests, and experiences with history and social science to design thoughtful curricula and to provide effective instruction.

Key Element 2: Teachers of history and social science demonstrate an understanding of the knowledge, skills, processes, and democratic values of history and social science.

Key Element 3: Teachers of history and social science understand the concepts, big ideas, essential questions, and essential knowledge from the disciplines of history, geography, economics, and civics included in the *Virginia Standards of Learning for History and Social Science.*

Key Element 4: Teachers of history and social science integrate knowledge from history, geography, economics, and civics into their courses, and from other academic disciplines as appropriate.

Key Element 5: Teachers of history and social science use content from history, geography, economics, and civics to develop the skills of (1) acquiring, organizing, and interpreting information from primary and secondary sources; (2) historical inquiry; (3) reading and interpreting maps, graphs, charts, and political cartoons; (4) making and defending decisions on public policies; and (5) actively participating in groups.

Key Element 6: Teachers of history and social science understand and appreciate the core values of life, liberty, truth, equality of opportunity, and justice that form the foundation of American democracy and the conflicts that exist among these values.

Key Element 7: Teachers of history and social science understand and appreciate the cultural diversity of American society and of the world and how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

Key Element 8: Teachers of history and social science demonstrate knowledge of significant historical periods, the role of conflict and cooperation, and patterns of continuity and change in United States and world history.

Key Element 9: Teachers of history and social science demonstrate knowledge of places and regions of the world, the physical processes that shape the earth, patterns of movement and interconnectedness, and the forces of cooperation and conflict among peoples around the world.

Key Element 10: Teachers of history and social science demonstrate knowledge of the purpose and organization of government and know how to promote the active participation of citizens in a democracy.

Key Element 11: Teachers of history and social science understand how the market economy and other types of global economies organize for the production, distribution and consumption of goods and services.

Standard Two: Instructional Planning

Teachers of history and social science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of history and social science use the content and investigative processes of history, geography, economics, and civics to promote the thoughtful investigation of essential questions and understandings in the *Virginia Standards of Learning for History and Social Science.*

Key Element 2: Teachers of history and social science organize content from history, geography, economics, and civics into meaningful, coherent, and engaging units of instruction using a variety of instructional strategies, including those that require higher levels of thinking.

Key Element 3: Teachers of history and social science select and organize content from history, geography, economics, and civics that examines value-based topics and addresses controversial historical and contemporary issues.

Key Element 4: Teachers of history and social science connect content and activities to personal or real world experiences.

Standard Three: Instructional Delivery

Teachers of history and social science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of history and social science model thoughtfulness by asking challenging questions, asking students to explain and provide evidence for conclusions, encouraging students to raise questions and evaluate proposed solutions, and promoting discourse on topics that stimulate higher order thinking.

Key Element 2: Teachers of history and social science encourage and model the skills of historical inquiry, interpreting information from primary sources, maps, charts, graphs, and political cartoons, and drawing conclusions on public issues.

Standard Four: Assessment of and for Student Learning

Teachers of history and social science systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of history and social science engage students in a variety of written and oral assessment tasks, including essays, research projects, and various forms of discussion.

Standard Five: Learning Environment

Teachers of history and social science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of history and social science create a learning environment in which thinking, discourse, and respect for diverse viewpoints are the norms.

Key Element 2: Teachers of history and social science create a learning environment in which historical thinking, civic competence, questioning, problem-solving, and decision-making are pursued and encouraged.

Key Element 3: Teachers of history and social science create a learning environment where diverse viewpoints on controversial historical and contemporary issues are explored and respected.

Key Element 4: Teachers of history and social science create opportunities for students to collaborate, discuss, and seek consensus in small and large groups, while accepting disagreements and conflicting points of view with tolerance, understanding, and sensitivity.

Standard Six: Professionalism

Teachers of history and social science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of history and social science regularly reflect on what they teach and how they teach.

Key Element 2: Teachers of history and social science continually seek to improve their practice through academic course work, fieldwork, membership in professional organizations, and by attending workshops and conferences.

Key Element 3: Teachers of history and social science take advantage of real-world community opportunities in disciplines they teach (e.g., archaeological digs, museum programs, civic projects).

Key Element 4: Teachers of history and social science utilize community resources through field trips, guest speakers, museum artifacts, newspaper and other media, and computer technology.

Key Element 5: Teachers of history and social science encourage students to participate in community-based service and civic learning projects.

Key Element 6: Teachers of history and social science collaborate with their colleagues, discipline experts, and other educational professionals to expand their knowledge of instructional materials and practices, improve their school's history/social science program, and advance teacher and student knowledge of history, geography, economics, and civics.

Key Element 7: Teachers of history and social science effectively use standard oral and written English in all communications.

Part 5: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Mathematics

Standard One: Professional Knowledge

Teachers of mathematics demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of mathematics interpret and use research on how children learn mathematics as well as information regarding students' prior knowledge and experiences in mathematics to guide their instruction.

Key Element 2: Teachers of mathematics understand the effect of students' age, abilities, interests, and experience on learning mathematics to provide all students an opportunity to enhance their mathematical thinking and extend their opportunities in mathematics.

Key Element 3: Teachers of mathematics demonstrate an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world around us, and mathematical representations.

Key Element 4: Teachers of mathematics responsible for instruction at all levels (K-12) understand the key concepts of number and operations, number sense, number systems, algebraic structures, algebra, geometry, measurement, probability and statistics, the role of functions and variables, and probabilistic and proportional reasoning.

Key Element 5: Teachers of mathematics demonstrate and foster the disposition to do mathematics; the confidence to learn mathematics independently; the development and application of mathematical language and symbolism; and a view of mathematics as a study of patterns and relationships.

Key Element 6: Teachers of mathematics have a thorough understanding of the mathematics they are teaching as well as a vision of where that mathematics is leading.

Standard Two: Instructional Planning

Teachers of mathematics plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of mathematics select, adapt, and use instructional materials and research-based pedagogy that engage students in active learning, and promote reflective thought and understanding.

Key Element 2: Teachers of mathematics believe that all students can learn to think mathematically. They understand that teaching is a complex process and not reducible to recipes or prescriptions.

Standard Three: Instructional Delivery

Teachers of mathematics effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with, and solve problems.

Key Element 2: Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and communicating. This interaction, between teacher and students and among students, fosters the development of critical mathematical processes - problem solving, reasoning and proof, communication, connections, and representation - and influences student dispositions toward mathematics.

Key Element 3: Teachers of mathematics understand and are able to demonstrate appropriate use of manipulatives, calculators, graphing utilities and computer software to enhance and support student understanding and provide learning opportunities and environments in which students use these instructional tools to make sense of mathematics.

Key Element 4: Teachers of mathematics foster writing in the classroom that requires students to communicate using mathematics and to reflect on their own mathematical understanding.

Standard Four: Assessment of and for Student Learning

Teachers of mathematics systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures.

Standard Five: Learning Environment

Teachers of mathematics use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of mathematics create an intellectually and emotionally safe environment in which mathematical thinking is the norm.

Key Element 2: Teachers of mathematics understand that what students learn is fundamentally connected to how they learn it. They create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematical opinions of others.

Standard Six: Professionalism

Teachers of mathematics maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of mathematics regularly reflect on what they teach and how they teach. They keep abreast of research in mathematics and mathematical pedagogy, continually seeking to improve their knowledge and practice.

Key Element 2: Teachers of mathematics collaborate with peers and other educational professionals to strengthen their school's mathematics program and advance mathematical knowledge of teachers, students, families, and school communities.

Key Element 3: Teachers of mathematics effectively use standard oral and written English in all communications.

Part 6: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Science

Standard One: Professional Knowledge

Teachers of science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of science use information regarding students' prior knowledge and development in science to guide their instruction in order to provide all students an opportunity to enhance their scientific investigation, reasoning, and logic skills and to extend their opportunities in science.

Key Element 2: Teachers of science understand major scientific concepts, principles, theories, and laws of their disciplines included in the *Virginia Science Standards of Learning.*

Key Element 3: Teachers of science understand interrelationships among the disciplines of science.

Key Element 4: Teachers of science use mathematics in the acquisition, analysis, and reporting of data in solving scientific problems.

Key Element 5: Teachers of science convey the unifying concepts of science including systems, order, and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and forms and function.

Key Element 6: Teachers of science understand the philosophical tenets, assumptions, goals, and values that distinguish science from pseudo-science.

Key Element 7: Teachers of science use their knowledge of current research to effectively design, conduct, report, and evaluate investigations in science.

Standard Two: Instructional Planning

Teachers of science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of science incorporate the nature of science and scientific inquiry into instruction by using the knowledge and significance of science and scientific advances to connect to other disciplines and to daily life.

Key Element 2: Teachers of science engage students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Standard Three: Instructional Delivery

Teachers of science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of science organize and engage students by using different student group-learning strategies.

Key Element 2: Teachers of science engage students effectively in developmentally appropriate inquiries that lead them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Key Element 3: Teachers of science encourage and model the skills of scientific inquiry as well as the curiosity, openness to new ideas, and skepticism that define science.

Key Element 4: Teachers of science relate the contributions and significance of science to social and cultural developments.

Key Element 5: Teachers of science relate the historical development of scientific concepts and scientific reasoning to current understanding.

Standard Four: Assessment of and for Student Learning

Teachers of science systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of science use multiple strategies to probe for students' scientific preconceptions and use that information to guide instruction.

Standard Five: Learning Environment

Teachers of science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of science employ the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space, and resources needed for learning science.

Key Element 2: Teachers of science require knowledge and respect for safety in the use of organisms, materials, chemicals, and equipment.

Key Element 3: Teachers of science review and implement general guidelines for safety as well as regulations related to collection and use of living organisms.

Key Element 4: Teachers of science use science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in the learning of science.

Key Element 5: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

Key Element 6: Teachers of science create and maintain a psychologically and socially safe, supportive learning environment conducive to challenging scientific evidence.

Standard Six: Professionalism

Teachers of science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of science demonstrate the importance of relating science to the community and of involving stakeholders and using community resources to promote the learning of science.

Key Element 2: Teachers of science engage actively and continuously in updating their knowledge of current developments and new technologies.

Key Element 3: Teachers of science effectively use standard oral and written English in all communications.

Part 7: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Career and Technical Education

Standard One: Professional Knowledge

Teachers of career and technical education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of career and technical education use information regarding student development, prior knowledge, background, interests, and experiences to provide the opportunity for all students to enhance their critical thinking skills and their intellectual, social, personal, and professional development.

Key Element 2: Teachers of career and technical education counsel students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

Key Element 3: Teachers of career and technical education educate their students about opportunities for employment in nontraditional fields.

Key Element 4: Teachers of career and technical education support and advance the development of life skills that enable students to experience quality growth and maturity and achieve personal goals.

Key Element 5: Teachers of career and technical education foster student involvement in the appropriate career and technical student organization.

Key Element 6: Teachers of career and technical education demonstrate a sound approach to career and technical education, which demands the infusion of the core disciplines in the school curriculum. Teachers not only have to understand these disciplines, they must also know how to select from among the concepts and skills related to their disciplines.

Key Element 7: Teachers of career and technical education are knowledgeable about the subject matter in their field, including new developments, findings, technology, and industry certifications. They explore their subject areas thoroughly to establish and maintain a firm understanding of the content in their field.

Key Element 8: Teachers of career and technical education incorporate workplace readiness skills, all aspects of industry, and internet safety into the curriculum.

Key Element 9: Teachers of career and technical education integrate the appropriate activities and learning opportunities of the career and technical student organization into the

curriculum to foster application of learning, to develop leadership skills, and to promote professional development.

Key Element 10: Teachers of career and technical education include all essential competencies in each course in the appropriate discipline(s).

Standard Two: Instructional Planning

Teachers of career and technical education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of career and technical education design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers of career and technical education use materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 3: Teachers of career and technical education select, evaluate, and adapt multiple methods and instructional strategies to engage students and enhance student learning.

Standard Three: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of career and technical education differentiate instruction to accommodate the learning needs of all students.

Key Element 2: Teachers of career and technical education relate content and activities to personal or real-world experiences and interests.

Key Element 3: Teachers of career and technical education facilitate students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment where appropriate.

Key Element 4: Teachers of career and technical education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Standard Four: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of career and technical education communicate specific performance expectations and use a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

Standard Five: Learning Environment

Teachers of career and technical education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of career and technical education create a safe and positive environment for students both in the classroom, and where applicable, on work-based learning sites.

Key Element 2: Teachers of career and technical education document the classroom and career experiences relevant to safety training and workplace preparation skills.

Key Element 3: Teachers of career and technical education manage classroom procedures to ensure continuous student engagement through maximized learning time.

Key Element 4: Teachers of career and technical education create a supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation for all students.

Standard Six: Professionalism

Teachers of career and technical education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning throughout the school year.

Key Element 1: Teachers of career and technical education work in partnership with families to promote student learning at home and in school.

Key Element 2: Teachers of career and technical education collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers of career and technical education reinforce a collaborative effort with business and industry through the use of advisory committees where necessary.

Key Element 4: Teachers of career and technical education reinforce, through recruitment efforts, the benefits of career and technical education in collaboration with appropriate school personnel (i.e., administrators, guidance counselors, etc.).

Key Element 5: Teachers of career and technical education collaborate with core academic teachers to develop and utilize integrated lesson plans with real-world examples and applications.

Key Element 6: Teachers of career and technical education collaborate with teachers of special education to meet the learning needs of all students.

Key Element 7: Teachers of career and technical education model professional and ethical standards as well as exhibit personal integrity in all interactions.

Key Element 8: Teachers of career and technical education continually reflect on, evaluate, and seek to improve their profession and update their knowledge and skills based on new business and industry trends and technology and educational pedagogy.

Key Element 9: Teachers of career and technical education take responsibility for and participate in meaningful and continuous processes of professional development including membership and participation in appropriate professional and community organizations.

Key Element 10: Teachers of career and technical education affiliate with and maintain appropriate student organizations as a means of promoting student professionalism.

Key Element 11: Teachers of career and technical education effectively use standard oral and written English in all communications.

Part 8: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English as a Second Language

Standard One: Professional Knowledge

Teachers of English as a Second Language demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of English as a Second Language use information regarding students' cultures, English and home language proficiency levels, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

Key Element 2: Teachers of English as a Second Language demonstrate that they understand the knowledge, skills, and processes of learning English as a new language.

Key Element 3: Teachers of English as a Second Language demonstrate knowledge of multiple second language acquisition teaching strategies and techniques to expand student knowledge.

Key Element 4: Teachers of English as a Second Language demonstrate knowledge of English linguistics including morphology, phonology, semantics, and syntax and can apply those principles to instruction.

Key Element 5: Teachers of English as a Second Language have post-secondary (or equivalent) experience in learning a second language.

Key Element 6: Teachers of English as a Second Language demonstrate proficiency in listening, reading, speaking, and writing in English.

Key Element 7: Teachers of English as a Second Language understand the role of culture and home language in English language development and academic achievement.

Key Element 8: Teachers of English as a Second Language have knowledge of U.S. culture and how to help students make appropriate cultural transitions.

Key Element 9: Teachers of English as a Second Language demonstrate that they understand Virginia's accountability system as it applies to limited English proficient students.

Standard Two: Instructional Planning

Teachers of English as a Second Language plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of English as a Second Language plan, deliver, and assess instruction effectively to assist limited English proficient students in English language acquisition.

Key Element 2: Teachers of English as a Second Language use state standards and local curriculum to deliver a coherent curriculum to limited English proficient students through effective long-range, standards-based planning.

Standard Three: Instructional Delivery

Teachers of English as a Second Language effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of English as a Second Language teach the conventions of the English language required for social situations and also teach skills, vocabulary, and concepts that support student learning in academic areas.

Key Element 2: Teachers of English as a Second Language effectively use a variety of materials, texts, ideas, perspectives, and approaches to deliver instruction.

Key Element 3: Teachers of English as a Second Language use scientifically-based strategies that reflect best current practices in teaching that promote higher order thinking skills.

Key Element 4: Teachers of English as a Second Language teach the standards by identifying, choosing, and adapting a wide range of materials, resources, and technologies in English as a Second Language content instruction.

Standard Four: Assessment of and for Student Learning

Teachers of English as a Second Language systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of English as a Second Language prepare students for participation in Virginia's Standards of Learning including ELP standards and assessments as they apply to limited English proficient students.

Key Element 2: Teachers of English as a Second Language engage students in a variety of ongoing formative and summative assessments to include performance-based assessments appropriate to their English proficiency levels.

Standard Five: Learning Environment

Teachers of English as a Second Language use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of English as a Second Language foster a classroom environment that encourages students to develop and practice communication skills.

Key Element 2: Teachers of English as a Second Language value diversity and diverse perspectives by integrating students' cultures into the classroom.

Key Element 3: Teachers of English as a Second Language encourage students to know, value, and respect themselves and others in the classroom, school, and larger community.

Standard Six: Professionalism

Teachers of English as a Second Language maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of English as a Second Language collaborate with families, administrators, colleagues and community members to value and support limited English proficient students.

Key Element 2: Teachers of English as a Second Language involve families in the educational process and facilitate parental involvement by accessing resources to make interactions comprehensible to the families.

Key Element 3: Teachers of English as a Second Language promote cross-cultural communication and partnerships among students, families, communities, and schools.

Key Element 4: Teachers of English as a Second Language serve as resources and models for school staff for providing instruction to limited English proficient students.

Key Element 5: Teachers of English as a Second Language reflect on what they teach and how they teach. They continually seek to improve their knowledge and practice.

Key Element 6: Teachers of English as a Second Language stay current on research, trends, policies, and legal mandates affecting English as a Second Language students and programs through reading and professional development opportunities.

Key Element 7: Teachers of English as a Second Language model a disposition of cultural sensitivity.

Key Element 8: Teachers of English as a Second Language effectively use standard oral and written English in all communications.

Part 9: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of the Fine Arts

Standard One: Professional Knowledge

Teachers of the fine arts demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of the fine arts design curricula based on their understanding of student development, knowledge, interests, experiences, and abilities.

Key Element 2: Teachers of the fine arts understand cognitive, psychomotor, artistic, and emotional stages of student development.

Key Element 3: Teachers of the fine arts demonstrate knowledge of diverse student learning styles and their implications for education in the arts.

Key Element 4: Teachers of the fine arts demonstrate understanding of central concepts, structures, and processes of their art discipline.

Key Element 5: Teachers of the fine arts demonstrate knowledge of the *Virginia Standards of Learning* in their discipline.

Key Element 6: Teachers of the fine arts demonstrate knowledge of cultural and historical context as it applies to their discipline.

Key Element 7: Teachers of the fine arts demonstrate knowledge and understanding of a variety of aesthetic frameworks and/or philosophies as they apply to their discipline.

Key Element 8: Teachers of the fine arts demonstrate knowledge of instructional methods necessary to develop performance skills.

Standard Two: Instructional Planning

Teachers of the fine arts plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of the fine arts demonstrate knowledge and ability to plan, deliver, and assess learning in the arts.

Key Element 2: Teachers of the fine arts use a variety of instructional materials, ideas, perspectives, and strategies to expand student understanding of the arts and the relevance of the arts to themselves in a culturally diverse and ever-changing world.

Standard Three: Instructional Delivery

Teachers of the fine arts effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of the fine arts use a variety of instructional strategies, resources, and technology to promote development of critical thinking, creative problem solving, and competency in performance skills.

Key Element 2: Teachers of the fine arts offer students opportunities to present their work in a variety of venues and formats.

Key Element 3: Teachers of the fine arts provide opportunities that engage students in a structured analysis of works created and/or performed by themselves and others.

Key Element 4: Teachers of the fine arts provide opportunities for students to conceptualize, improvise, and create.

Key Element 5: Teachers of the fine arts provide opportunities for student awareness of careers in the arts and related job skills.

Standard Four: Assessment of and for Student Learning

Teachers of the fine arts systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of the fine arts engage students in a variety of summative, formative, and performance-based assessments.

Key Element 2: Teachers of the fine arts provide opportunities for students to demonstrate knowledge of relationships between the fine arts and other disciplines.

Standard Five: Learning Environment

Teachers of the fine arts use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of the fine arts establish and maintain a safe and disciplined environment conducive to learning and performing in the arts.

Key Element 2: Teachers of the fine arts create a safe learning environment for the exploration and discussion of diverse artistic issues.

Key Element 3: Teachers of the fine arts demonstrate, promote, and plan for safe use of materials and equipment.

Key Element 4: Teachers of the fine arts are proactive in seeking information and advocating on behalf of a safe learning and performing environment.

Key Element 5: Teachers of the fine arts demonstrate and promote copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

Key Element 6: Teachers of the fine arts use materials, methods, information, and technology in an ethical manner.

Standard Six: Professionalism

Teachers of the fine arts maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of the fine arts establish partnerships and collaborate with families, administrators, colleagues, and community resources to support programs and promote student success in the arts.

Key Element 2: Teachers of the fine arts reflect on what they teach and how they teach, continually seeking to improve their expertise through performance, research, study, and service.

Key Element 3: Teachers of the fine arts effectively use standard oral and written English in all communications.

Part 10: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Foreign Languages

Standard One: Professional Knowledge

Teachers of foreign languages demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of foreign languages consider students' prior knowledge and experiences to guide their instruction and to provide all students an opportunity to achieve proficiency in languages other than English.

Key Element 2: Teachers of foreign languages demonstrate knowledge, skills, and linguistic structures of the target language and create learning experiences that make these aspects of the subject matter meaningful to students.

Key Element 3: Teachers of foreign languages demonstrate proficiency in listening, reading, speaking, and writing in the target language and understand the concepts and content included in the *Virginia Foreign Language Standards of Learning*.

Key Element 4: Teachers of foreign languages demonstrate a broad understanding of the K-12 foreign language curriculum continuum.

Key Element 5: Teachers of foreign languages understand and appreciate cultural diversity and how experiences may be interpreted differently.

Key Element 6: Teachers of foreign languages understand interrelationships among other academic disciplines.

Key Element 7: Teachers of foreign languages integrate knowledge from other academic disciplines.

Key Element 8: Teachers of foreign languages use a variety of resources and approaches to maximize all aspects of language learning.

Key Element 9: Teachers of foreign languages help students apply knowledge of grammar, vocabulary, pronunciation, and mechanics for communication within the cultural context of the target language.

Key Element 10: Teachers of foreign languages use technology to provide students increased access to information around the world.

Standard Two: Instructional Planning

Teachers of foreign languages plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of foreign languages demonstrate the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

Key Element 2: Teachers of foreign languages plan instruction to achieve objectives that reflect the *Virginia Foreign Language Standards of Learning* and division curriculum guidelines.

Standard Three: Instructional Delivery

Teachers of foreign languages effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of foreign languages incorporate a variety of instructional strategies and techniques that address student learning styles and abilities.

Key Element 2: Teachers of foreign languages provide opportunities for students to understand and appreciate cultures other than their own.

Key Element 3: Teachers of foreign languages use the target language as the primary language of instruction and provide extensive opportunities for its use by students.

Key Element 4: Teachers of foreign languages provide a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

Key Element 5: Teachers of foreign languages select, evaluate, and adapt multiple methods and strategies to actively engage students and enhance communication skills.

Key Element 6: Teachers of foreign languages use a variety of strategies to guide students in developing critical thinking skills.

Standard Four: Assessment of and for Student Learning

Teachers of foreign languages systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of foreign languages consistently monitor and assess student progress in a manner that reflects all aspects of language learning.

Standard Five: Learning Environment

Teachers of foreign languages use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of foreign languages create a learning environment in which diverse cultural viewpoints are explored and respected.

Key Element 2: Teachers of foreign languages create a rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

Standard Six: Professionalism

Teachers of foreign languages maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of foreign languages work collaboratively with colleagues and the global community to expand their knowledge, provide opportunities for their students, and promote foreign language learning.

Key Element 2: Teachers of foreign languages stay informed of current practices in language instruction and regularly seek to improve their knowledge and methodology. They interact in an ethical and professional manner with administrators, colleagues, parents, students, and the community.

Key Element 3: Teachers of foreign languages effectively use standard oral and written English in all communications.

Part 11: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Health Education and Physical Education

Standard One: Professional Knowledge

Teachers of health education and physical education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

***Key Element 1*:** Teachers of health education and physical education use information regarding students' growth and development, prior knowledge, background, interests, and experiences to guide instruction and to provide opportunity for all students to enhance their physical, cognitive, social, and emotional skills.

Key Element 2: Teachers of health education and physical education demonstrate an understanding of concepts, skills, and processes of health education, physical education, and driver education.

Key Element 3: Teachers of health education and physical education convey the fact that physical activity and a health-enhancing level of fitness are important to the health and well-being of individuals.

Key Element 4: Teachers of health education and physical education have knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

Key Element 5: Teachers of health education and physical education use interdisciplinary learning experiences that allow students to integrate content knowledge, skills, and methods of inquiry from health education, physical education, driver education, and other subject areas.

Key Element 6: Teachers of physical education apply motor learning concepts and principles to help students learn the skills necessary to perform a variety of physical activities.

Key Element 7: Teachers of health education and physical education provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

Key Element 8: Teachers of health education and physical education promote a safe and healthy community by focusing on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Key Element 9: Teachers of health education and physical education identify methods of accessing, evaluating and using health information, products, and services to enhance the health of self and others.

Standard Two: Instructional Planning

Teachers of health education and physical education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of health education and physical education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess effective instruction.

Key Element 2: Teachers of health education and physical education plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: Teachers of health education and physical education use short- and long-term planning to reach curricular goals.

Standard Three: Instructional Delivery

Teachers of health education and physical education effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of health education and physical education plan and implement a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

Key Element 2: Teachers of health education and physical education design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate students' knowledge, anticipate pre-conceptions, encourage exploration and problem solving, and build on skills and experiences).

Key Element 3: Teachers of health education and physical education use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

Standard Four: Assessment of and for Student Learning

Teachers of health education and physical education systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of health education and physical education use and interpret student data to guide instruction.

Key Element 2: Teachers of health education and physical education maintain records of student performance and communicate progress based on appropriate indicators.

Key Element 3: Teachers of health education and physical education use ongoing assessment to identify student needs.

Standard Five: Learning Environment

Teachers of health education and physical education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of health education and physical education use different approaches to learning and create appropriate instruction for diverse learners (IEP, medical notes, etc.).

Key Element 2: Teachers of health education and physical education use principles of effective management and a variety of strategies to promote equitable and meaningful learning.

Key Element 3: Teachers of health education and physical education organize, allocate, and manage resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

Key Element 4: Teachers of health education and physical education use managerial and instructional practices to create effective learning experiences and environments.

Key Element 5: Teachers of health education and physical education use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

Key Element 6: Teachers of health education and physical education provide opportunities for student input that increase the student's commitment to learning.

Standard Six: Professionalism

Teachers of health education and physical education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of health education and physical education foster relationships and effective communication with students, colleagues, families, and community members to expand their knowledge, provide opportunities for their students, and promote safe and healthy communities.

Key Element 2: Teachers of health education and physical education use a variety of methods to communicate with colleagues, families, and community (e.g., electronic communications, bulletin boards, music, task cards, posters, video, faculty meetings, open houses, newsletters, and conferences).

Key Element 3: Teachers of health education and physical education respect student privacy and the confidentiality of information.

Key Element 4: Teachers of health education and physical education demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.

Key Element 5: Teachers of health education and physical education establish positive relationships with family members to support student growth and well-being.

Key Element 6: Teachers of health education and physical education participate in collegial activities to make the school community a productive and healthy learning environment.

Key Element 7: Teachers of health education and physical education regularly seek to improve their knowledge and practice, and to stay informed of current research-based practices and new technologies. They interact in an ethical and professional manner with administrators, parents, students, and the community.

Key Element 8: Teachers of health education and physical education effectively use standard oral and written English in all communications.

Part 12: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Special Education

Standard One: Professional Knowledge

Teachers of special education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of special education understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 2: Teachers of special education review data, assessments, and diagnostic information to develop and modify appropriate Individualized Education Programs (IEPs) for students.

Key Element 3: Teachers of special education encourage social and emotional growth by acknowledging the effect of peers and peer groups on the students' social and emotional development and their diverse needs (e.g., low ego strength, social perception, how it affects the individual student).

Key Element 4: Teachers of special education communicate the knowledge they obtain about a student with a disability to other appropriate staff members, community, and families within the guidelines of confidentiality.

Key Element 5: Teachers of special education identify and assess the assistive technology needs of each student and develop and modify appropriate Individualized Education Programs for the student.

Key Element 6: Teachers of special education understand typical and atypical human growth and development.

Key Element 7: Teachers of special education understand the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills by teaching them to understand their disability and the modifications or accommodations they may need to be successful in the various settings.

Key Element 8: Teachers of special education know the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

Key Element 9: Teachers of special education are knowledgeable regarding family systems and the role of families in supporting development.

Key Element 10: Teachers of special education understand the similarities and differences among individuals with exceptional learning needs.

Key Element 11: Teachers of special education are knowledgeable regarding the effects of various medications on individuals with exceptional learning needs.

Key Element 12: Teachers of special education are knowledgeable regarding laws, regulations and policies governing special education.

Key Element 13: Teachers of special education are knowledgeable regarding the general or aligned curriculum framework, Virginia Standards of Learning, and assessment at all levels.

Key Element 14: Teachers of special education understand interrelationships across disciplines.

Key Element 15: Teachers of special education are knowledgeable regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention.

Key Element 16: Teachers of special education are knowledgeable regarding access and integration of related services.

Key Element 17: Teachers of special education are knowledgeable regarding historical points of view and contribution of culturally diverse groups and the potential impact of differences in values, languages, and customs that can exist between home and school.

Standard Two: Instructional Planning

Teachers of special education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of special education take into consideration cultural, linguistic, and gender differences when designing coherent instruction and materials based upon knowledge of instructional purpose, the Individualized Education Program, and developmental needs.

Key Element 2: Teachers of special education collaborate with colleagues, the individual, and the family in setting instructional and transitional goals and in monitoring progress.

Standard Three: Instructional Delivery

Teachers of special education effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of special education differentiate, modify, and adapt instruction to accommodate the learning needs of all students in various educational settings.

Key Element 2: Teachers of special education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 3: Teachers of special education use a variety of materials, technology, and assistive technology and resources that promote the development of independent thinking, self-determination, problem solving, and performance skills to relate classroom-based instruction to real world experiences.

Key Element 4: Teachers of special education use instructional time effectively.

Key Element 5: Teachers of special education communicate the effects of cultural and linguistic differences on student growth and development.

Key Element 6: Teachers of special education are knowledgeable regarding behavior and communication among cultures that can lead to misinterpretation and misunderstanding.

Key Element 7: Teachers of special education use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Key Element 8: Teachers of special education use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language and for students who are nonverbal.

Standard Four: Assessment of and for Student Learning

Teachers of special education systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of special education communicate specific performance expectations and use a variety of assessment strategies to plan instruction and to monitor and document student progress toward successful achievement of the Virginia Standards of Learning.

Key Element 2: Teachers of special education use functional assessments to plan instruction and to monitor and document student progress toward successful achievement of their goals.

Key Element 3: Teachers of special education are knowledgeable in the use of data as a reflective and instructional decision-making tool when evaluating instruction and monitoring progress of individuals with exceptional learning needs.

Key Element 4: Teachers of special education are knowledgeable regarding legal provisions and ethical principles of assessment of individuals.

Key Element 5: Teachers of special education are knowledgeable regarding the terminology, use, and limitations of assessment instruments, including cultural bias, and effectively communicate the results to all stakeholders.

Key Element 6: Teachers of special education develop or modify individualized assessment strategies.

Key Element 7: Teachers of special education use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally or linguistically diverse backgrounds.

Key Element 8: Teachers of special education collaborate with families and others in assessment of individuals with exceptional learning needs.

Standard Five: Learning Environment

Teachers of special education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of special education create a learning environment with clear expectations in which students learn self-discipline and self-determination.

Key Element 2: Teachers of special education use positive behavioral support strategies that encourage students with diverse abilities, interests, and backgrounds to participate actively and safely in learning the general curriculum.

Key Element 3: Teachers of special education establish and maintain rapport with students based on mutual respect, understanding of individual student differences, and open communication.

Key Element 4: Teachers of special education organize, design, and sustain a psychologically and socially safe, supportive environment conducive to learning challenging academic content.

Key Element 5: Teachers of special education demonstrate effective management of teaching and learning.

Key Element 6: Teachers of special education are knowledgeable regarding the creation of learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

Key Element 7: Teachers of special education identify realistic expectations for personal and social behavior in various settings.

Key Element 8: Teachers of special education identify supports needed for integration into various program placements for students.

Key Element 9: Teachers of special education use the appropriate behavior management strategies consistent with the needs of the individual with exceptional learning needs.

Standard Six: Professionalism

Teachers of special education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of special education encourage effective collaboration and communication with team members to plan transition at all levels that encourages participation with communities, schools, administrators, general educators, parents, and other service providers.

Key Element 2: Teachers of special education maintain confidential communication about individuals with exceptional learning needs.

Key Element 3: Teachers of special education communicate effectively and in a timely manner with families of individuals with exceptional learning needs from diverse backgrounds when discussing instructional and functional goals and student progress.

Key Element 4: Teachers of special education collaborate with team members to plan transition at all levels that encourages full school and community participation.

Key Element 5: Teachers of special education are knowledgeable regarding concerns of families of individuals with exceptional learning needs and promote strategies to help address these concerns.

Key Element 6: Teachers of special education foster respectful and beneficial relationships between families and professionals and assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Key Element 7: Teachers of special education reflect on what they teach, how they teach, and whom they teach. They keep abreast of current research-based practices in special education and continually seek to improve and enhance their knowledge and practice.

Key Element 8: Teachers of special education model professional and ethical standards as well as personal integrity in all interactions.

Key Element 9: Teachers of special education continually reflect on, evaluate, and seek to improve their practice.

Key Element 10: Teachers of special education take responsibility for and participate in meaningful and continuous professional development.

Key Element 11: Teachers of special education act ethically in advocating for appropriate services.

Key Element 12: Teachers of special education conduct professional activities in compliance with applicable laws and policies.

Key Element 13: Teachers of special education demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Key Element 14: Teachers of special education demonstrate sensitivity for individual differences.

Key Element 15: Teachers of special education obtain assistance as needed.

Key Element 16: Teachers of special education use verbal, nonverbal, and written language effectively.

Key Element 17: Teachers of special education engage in professional activities that benefit individuals with exceptional learning needs and their families, as well as educational colleagues.

Key Element 18: Teachers of special education effectively use standard oral and written English in all communications.

Part 13: The Virginia Standards for the Professional Practice of Teachers: Supplemental Document A - Inquiry Format

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: *Teachers understand how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. As I establish appropriate learning goals for my students, how can I consistently convey my belief in their ability to be successful learners?

B. How does my knowledge of the physical, social, emotional, and cognitive development of my students influence my plans for instruction?

C. What efforts have I made to accommodate my students' differences in development and their diverse abilities and talents?

D. How do I acknowledge the language, values, and cultural traditions of my students' families and communities in ways that build understanding and respect for others?

E. What evidence do I see that my students are actively engaged in learning and are making progress in taking responsibility for their own learning?

F. What do I do to help my students reflect the attitudes and behaviors of good citizenship at school and in the community?

Key Element 2: *Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to all students.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How am I using national, state, and local standards within my content area(s)?

B. What new resources and techniques in my content area(s) am I using?

C. How do I stay abreast of current research, diverse perspectives, and new strategies within my discipline(s)?

D. How do I create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning?

Key Element 3: *Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do my instructional plans align with the Virginia Standards of Learning and my division's curriculum scope and sequence?

B. What are relevant characteristics of my class that I need to consider when establishing my instructional goals?

C. How have I addressed the needs of individual students in my class in establishing my long- and short-term instructional goals?

D. What unique aspects of my discipline should I consider when determining the most effective ways of addressing curriculum standards?

Standard Two: Instructional Planning

Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: *Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. Have I aligned my instruction with the curriculum scope and sequence?

B. How have I encouraged my students to develop skills and understand concepts in addition to mastering facts?

C. When selecting resources and literature, how do I decide if they are relevant, appropriate, and sufficiently current to meet the needs of all of my students?

D. What connects this lesson to my students' prior learning?

E. How do my lessons reflect the goals and needs of the school and community?

F. How do I link my students' learning to their community beyond the school?

G. How do I make my lessons relevant to my students' lives and experiences?

Key Element 2: *Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have I sought the insight of parents in identifying their child's strengths and needs that will help me plan instruction that is responsive to these strengths and needs?

B. What resources within my school and community have I tapped to support student learning?

C. What additional expertise might I seek to plan instruction that meets the needs of all of my students?

Key Element 3: *Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my instruction aligns with division guidelines and the *Virginia* Standards of Learning?

B. How do the learning activities that I select or design connect to my stated instructional goals and objectives?

Key Element 4: *Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What student learning data have I used to inform my short- and long-term instructional goals?

B. How do I adjust my instruction based on my current assessment of students' mastery and understanding?

C. What do I know about my students' strengths and needs that will help me choose appropriate instructional goals and strategies?

D. How do I use data about the achievement of my students to make instructional decisions?

Key Element 5: *Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have the developmental level and needs of my students influenced my plans for instruction?

B. What criteria do I use to select appropriate and challenging materials and media that are closely aligned with my instructional goals?

C. How do I ensure that my lessons are clear, logical, and sequential?

Key Element 6: *Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How often do I meet with my content area/grade level colleagues to discuss my instructional plans?

B. How might I collaborate with colleagues within and across content areas/grade levels to ensure my instructional plans are appropriate for the curriculum goals of my subject and grade level and the school and division?

C. How am I sharing my instructional plans with others?

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: *Teachers differentiate instruction to accommodate the learning needs of all students.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What sort of teaching strategies do I use to accommodate the diverse learning needs of my students?

B. What opportunities have I provided for students to explore concepts in varying degrees of depth, breadth, and complexity?

C. How do I build on my students' strengths while developing all areas of competence?

D. What adaptations have I made to provide individuals with additional support while addressing the pacing of instruction for my students as a whole?

E. How have I collaborated with resource teachers to provide materials, resources, and activities to match the abilities of my students with special learning needs?

Key Element 2: *Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What kind of opportunities do I provide for students to interact with ideas, materials, teachers, and one another?

B. How do I vary my role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to content and purposes of instruction and the needs of students?

C. How do I effectively structure questions to solicit comments, questions, examples, and feedback from students throughout my lessons?

D. What kind of activities do I use to provide guided and independent practice?

E. What do I do to encourage my students to ask questions and actively participate in class?

F. What do I do to encourage students to reflect on and assume responsibility for learning?

G. How do the materials and activities I select promote independent thinking and develop problem-solving skills among my students?

H. How do I foster academic curiosity and critical thinking in my students?

I. How do I use new and emerging technologies to support and promote student learning?

J. What do I do to foster student expression in speaking, writing, and other media?

Key Element 3: *Teachers communicate clearly and regularly check for understanding.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How does my use of standard English, including correct vocabulary and grammar, positively impact my students' learning?

B. How can I determine that I am communicating clear and concise learning goals, explanations, and directions to my students?

C. What techniques do I use to model effective communication as I convey ideas and information?

D. What do I do to monitor student understanding on an ongoing basis?

Key Element 4: *Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What school and community resources are available to help support student learning?

B. Which of my students need additional support to be successful and where might I seek this support?

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: *Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do my instructional goals reflect individual student and school data available to me?

B. How do I design, adapt, or select appropriate assessments to address specific learning goals and individual differences?

C. What additional data do I need to effectively differentiate instruction in my classroom and how might I get these data?

D. What does the data tell me about the effectiveness of my instruction?

Key Element 2: *Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I ensure that my expectations for learning are communicated clearly to students and parents?

B. How do I ensure that my students, parents, and colleagues understand how I assess and report student progress?

C. What strategies do I use to prepare my students for the Virginia Standards of Learning tests and other standardized testing?

D. How do I determine if I am using a variety of assessments that align with the concepts and skills I have taught?

E. What criteria do I use to determine how I will assess my students' work?

Key Element 3: *Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What value does my feedback have in helping students improve and progress?

B. How do I model processes that guide students in assessing their own learning as well as the performance of others?

C. How quickly and frequently am I providing feedback to my students?

Key Element 4: *Teachers set measureable and appropriate learning goals for students based on baseline data and accept responsibility for students achieving those goals.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I use the results of student assessments to evaluate and adjust my teaching?

B. How well am I preparing my students for the demands of various assessment formats?

C. What modifications of assessment formats and testing conditions do I make for English language learners, students with disabilities, and students who are above grade level?

D. How do I know if I am an effective teacher?

Standard Five: Learning Environment

Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: *Teachers create a safe and positive learning environment.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How have I engaged students in developing and monitoring shared expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for the learning environment in our classroom?

B. How do I ensure that my expectations for student behavior are communicated clearly to students, parents, and the community?

C. How do I ensure fairness and consistency in implementing disciplinary procedures?

D. What do I do to promote self-discipline and conflict resolution skills among my students?

E. How do I recognize and celebrate the achievements of my students?

Key Element 2: *Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How does my organization of my classroom support learning and safety and minimize disruptions?

B. How do classroom rules and procedures maximize efficient use of my students' and my own time and effort?

C. How can I determine that I have engaged students' attention? What strategies do I use to recapture or refocus students' attention?

Key Element 3: *Teachers develop and maintain rapport with students.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What steps do I take to ensure that my interactions with students are respectful?

B. How do I convey my personal enthusiasm for learning?

C. How do I model caring, fairness, a sense of humor, courtesy, respect, and active listening for my students?

D. How do I demonstrate concern for students' emotional and physical well-being?

E. How do I incorporate information about students' interests and opinions in my interactions with students?

Key Element 4: *Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I encourage students to respect themselves and others?

B. How do I clearly communicate my expectations for appropriate interactions among students?

C. What do I do to encourage students to take pride in their work?

D. How do I enhance my students' feelings of self-worth?

E. How do I know that my treatment of students is fair and equitable?

F. How do I promote multicultural awareness, gender sensitivity, and the appreciation for diversity among my students?

Key Element 5: *Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I work with my colleagues to ensure that the policies and practices in our classrooms contribute to a consistent and positive school culture that is conducive to learning?

B. How are we demonstrating to students that the adults in the building share a common vision and goals for their behavior and their learning?

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: *Teachers work in partnership with families to promote student learning at home and in the school.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What forms of communication do I use to initiate and maintain effective communication with parents or guardians?

B. What do I do to encourage parents to participate in their child's learning in and out of the classroom?

C. How do I share major instructional goals and report student progress and problems in a timely manner?

D. What strategies have I offered parents to enable them to assist in their children's education?

Key Element 2: *Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I encourage and support parental and community involvement in school activities?

B. How has my collaboration with administrators and colleagues led to better coordination and integration of learning goals and standards across classrooms and grade levels?

C. What do I do to support community partnerships that enhance learning?

D. How can I foster understanding and cooperation between school and community?

E. How do I work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum?

Key Element 3: *Teachers model professional and ethical standards as well as personal integrity in all interactions.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How do I relate to administrators, colleagues, parents, and others in a manner that is clearly ethical and professional?

B. How do I attempt to resolve concerns and problems in a principled and constructive manner?

C. How do I represent the school/program in a responsible and productive manner within the community?

D. How will my personal appearance and demeanor reflect on me and my profession?

E. How do I work with others in the best interest of students, schools, and community?

Key Element 4: *Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What information about my students and their families do I need to keep confidential to ensure their privacy?

B. How do I build an atmosphere of trust, mutual respect, and openness with colleagues?

C. How do I model discretion in all interactions with students, parents, colleagues, and administrators?

Key Element 5: *Teachers continually reflect on, evaluate, and seek to improve their practice.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. What self-assessment and problem-solving strategies do I use to reflect on my practice?

B. How do I learn about new research on teaching and resources that are available for my professional learning?

C. What am I doing to develop and refine my teaching practices to meet the needs of my students?

D. How do I demonstrate that I am a self-directed learner who values critical thinking?

E. How do I incorporate reflection, self-assessment, and learning as part of my ongoing process of professional growth?

F. How can classroom observation, student information, and research help me assess and revise my practice?

G. How often do I engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas?

Key Element 6: *Teachers take responsibility for and participate in a meaningful and continuous process of professional development.*

As teachers reflect on this key element, they may ask themselves the following questions:

A. How will my participation in professional development activities benefit student learning?

B. How can I identify my strengths and weaknesses in order to set appropriate goals for my professional growth?

C. How do I learn about new developments and techniques, including technology, in my content area(s)?

Key Element 7: *Teachers demonstrate consistent mastery of standard oral and written English in all communication.*

As teachers reflect on this key element, they may ask themselves the following question:

Do I effectively use standard oral and written English in all communications?

Part 14: The Virginia Standards for the Professional Practice of Teachers: Supplemental Document B - Exemplar Format

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: *Teachers understand how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.*

Exemplars:

Teachers

A. believe all children can be successful learners and are persistent in helping them reach appropriate learning goals.

B. incorporate knowledge and understanding of students' physical, social, emotional, and cognitive development when making instructional decisions.

C. respect individual differences in development and encourage students' diverse abilities and talents.

D. understand how family and community values, language, and culture influence learning and create a learning environment in which individual differences are respected and encouraged.

E. promote active involvement as students demonstrate, communicate, evaluate, and accept increasing responsibility for their own learning.

F. encourage students to develop the attitudes and behaviors of responsible citizenship at school and in the community.

Key Element 2: *Teachers understands the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.*

Exemplars:

Teachers

A. understand and use national, state, and local standards within content area(s).

B. use current, appropriate technology to access and deliver information within content area(s).

C. keep abreast of current research, diverse perspectives, and new strategies within their discipline(s).

D. create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning.

E. demonstrate accurate knowledge and skills relevant to the subject matter taught.

Key Element 3: *Teachers address appropriate curriculum standards and established instructional goals that demonstrate a deep knowledge of their students and subject matter content.*

Exemplars:

Teachers

A. integrate key content elements when addressing appropriate curriculum standards.

B. use multiple representations and explanations of concepts that capture key ideas in the curriculum standards of the discipline.

C. base instruction on goals that reflect high expectations of their students and a thorough understanding of subject matter content and the Virginia Standards of Learning.

Standard Two: Instructional Planning

Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: *Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Exemplars:

Teachers

A. align instruction with curriculum scope and sequence.

B. select instructional goals that reflect high expectations and encourage mastery of facts, development of skills, and understanding of underlying concepts.

C. select and use appropriate literature, current and relevant resources, and materials that match the learning styles of individual students.

D. connect instruction to prior student learning.

E. reflect the goals and needs of the school and community in planning.

F. link student learning to the community.

G. make topics relevant to students' lives and experiences.

H. adjust instruction based on current assessment of students' mastery and understanding.

Key Element 2: *Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.*

Exemplars:

Teachers

A. seek the insight of parents in identifying their child's strengths and needs in order to plan instruction that is responsive to these strengths and needs.

B. use resources within their school and community to support student learning.

C. seek expertise to plan instruction that meets the needs of all of their students.

Key Element 3: *Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.*

Exemplars:

Teachers

A. align instruction with division guidelines and the Virginia Standards of Learning.

B. select or design learning activities that are clearly connected to instructional goals and objectives.

C. plan lessons that are clear, logical, and sequential.

Key Element 4: *Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.*

Exemplars:

Teachers

A. use data about the performance of individual students from ongoing assessments to make instructional decisions.

B. use knowledge of students to plan the allocation of time realistically for pacing, content mastery, and transitions.

C. choose appropriate instructional goals and strategies based on students' strengths and needs.

D. adjust instructional plans based on student responses and other contingencies.

Key Element 5: *Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.*

Exemplars:

Teachers

A. select appropriate and challenging materials and media that are closely aligned with instructional goals.

B. know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets the needs of diverse learners.

C. sequence learning experiences based on students' prior knowledge, link new concepts to familiar concepts, and make connections to students' experiences.

Key Element 6: *Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, are relevant to learners, and based on principles of effective instruction.*

Exemplars:

Teachers

A. meet regularly with content area/grade level colleagues to discuss instructional plan.

B. collaborate with colleagues within and across content areas/grade levels to ensure instructional plans are appropriate for the curriculum goals of their subject and grade level and the school and division.

C. share their instructional plans with others.

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: *Teachers differentiate instruction to accommodate the learning needs of all students.*

Exemplars:

Teachers

A. plan instruction based on the developmental level and needs of all students.

B. use a variety of teaching strategies to meet the diverse learning needs of students.

C. provide students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.

D. build on students' strengths while developing all areas of competence.

E. pace instruction to accommodate learning needs of the group while addressing individual needs with additional support.

F. collaborate with resource teachers to provide materials, resources, and activities to match the abilities of students with special learning needs.

Key Element 2: *Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.*

Exemplars:

Teachers

A. provide opportunities for students to interact with ideas, materials, teachers, and one another.

B. encourage students to reflect on and assume responsibility for learning.

C. incorporate activities that promote independent thinking and develop problem-solving skills among students.

D. foster academic curiosity and critical thinking in students.

E. vary learning experiences by utilizing media and technology resources.

F. use questions effectively to solicit comments, questions, examples, and feedback from students throughout lessons.

G. provide guided and independent practice.

H. respond positively to student questions and active participation.

Key Element 3: *Teachers communicate clearly and regularly check for understanding.*

Exemplars:

Teachers

A. use standard language, including correct vocabulary and grammar, and acceptable forms of oral and written expression.

B. provide clear and concise learning goals, explanations, and directions.

C. model effective communication when conveying ideas and information.

D. foster student expression in speaking, writing, and other media.

E. monitor student understanding on an ongoing basis.

Key Element 4: *Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).*

Exemplars:

Teachers

A. access, as needed, school and community resources to help support student learning.

B. identify students who need additional support to be successful and seek that support within the school and community in a timely manner.

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: *Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.*

Exemplars:

Teachers

A. use individual student and school data to develop instructional goals.

B. design, adapt, or select appropriate assessments to address specific learning goals and individual differences.

C. use pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

D. work with colleagues to analyze multiple sources of data to address the learning needs of individual students and the school.

E. use student achievement data to assess the effectiveness of instruction.

Key Element 2: *Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.*

Exemplars:

Teachers

A. communicate clear expectations for learning to students and parents.

B. monitor student understanding on an ongoing basis and adjust teaching when necessary.

C. use a variety of assessments that align with concepts and skills taught.

D. provide prompt and meaningful feedback to students.

E. assess and report student progress in a manner that is understandable to students, parents, and colleagues.

F. incorporate strategies to prepare students for the Virginia Standards of Learning and other standardized testing.

Key Element 3: *Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.*

Exemplars:

Teachers

A. model processes that guide students in assessing their own learning as well as the performance of others.

B. give constructive and frequent feedback to students on their learning.

C. use assessment tools for both formative and summative purposes and explain the purpose and process of each.

Key Element 4: *Teachers set measurable and appropriate learning goals for students based on baseline data and accept responsibility for students achieving those goals.*

Exemplars:

Teachers

A. take responsibility for aligning learning goals with instruction and assessment.

B. use the results of student assessments to evaluate and adjust teaching.

C. make modifications of assessment formats and testing conditions for English language learners, students with disabilities, and students who are above grade level.

D. accept responsibility for students' growth.

Standard Five: Learning Environment

Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: *Teachers create a safe and positive learning environment.*

Exemplars:

Teachers

A. communicate clear expectations about behavior to students, parents, and community.

B. engage students in developing and monitoring shared expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for the learning environment in the classroom.

C. implement disciplinary procedures with fairness and consistency.

D. encourage students to develop self-discipline and conflict resolution skills.

E. engage students' attention and recapture or refocus as necessary.

F. recognize and celebrate the achievements of students.

Key Element 2: *Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.*

Exemplars:

Teachers

A. organize the physical setting to minimize disruptions and promote learning and safety.

B. establish classroom rules and procedures that maximize efficient use of student and teacher time and effort.

Key Element 3: *Teachers develop and maintain rapport with students.*

Exemplars:

Teachers

A. treat students with respect.

B. communicate personal enthusiasm for learning.

C. model caring, fairness, a sense of humor, courtesy, respect, and active listening.

D. demonstrate concern for students' emotional and physical well-being.

E. incorporate information about students' interests and opinions.

Key Element 4: *Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.*

Exemplars:

Teachers

A. encourage students to respect themselves and others.

B. communicate clear expectations for appropriate interactions among students.

C. encourage students to take pride in their work.

D. enhance students' feelings of self-worth.

E. treat students fairly and equitably.

F. promote multicultural awareness, gender sensitivity, and appreciation for diversity.

Key Element 5: *Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.*

Exemplars:

Teachers

A. work with colleagues to develop consistent policies and practices in their classrooms that contribute to a positive school culture that is conducive to learning.

B. articulate a common vision and goals for student behavior and learning.

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: *Teachers work in partnership with families to promote student learning at home and in the school.*

Exemplars:

Teachers

A. initiate and maintain effective communications with parents or guardians using a variety of communication tools.

B. encourage parent participation in learning in and out of the classroom.

C. share major instructional goals and report student progress and problems in a timely manner.

D. offer strategies for parents to assist in their children's education.

Key Element 2: *Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.*

Exemplars:

Teachers

A. encourage and support parental and community involvement in school activities.

B. collaborate with administrators and colleagues to coordinate and integrate learning goals and standards across classrooms and grade levels.

C. support community partnerships that enhance learning.

D. foster understanding and cooperation between school and community.

E. work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum.

Key Element 3: *Teachers model professional and ethical standards as well as personal integrity in all interactions.*

Exemplars:

Teachers

A. relate to administrators, colleagues, parents, and others in an ethical and professional manner.

B. address concerns and problems in a principled and constructive manner.

C. represent the school/program in a responsible and productive manner.

D. maintain a professional demeanor and appearance.

E. work in the best interest of students, school, and community.

Key Element 4: *Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.*

Exemplars:

Teachers

A. respect the privacy of families and treat information with the appropriate level of confidentiality.

B. shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.

C. build an atmosphere of trust, mutual respect, and openness with colleagues.

D. handle information with integrity and honesty.

Key Element 5: *Teachers continually reflect on, evaluate, and seek to improve their practice.*

Exemplars:

Teachers

A. use a variety of self-assessment and problem-solving strategies for reflecting on their practices.

B. remain current on major areas of research on teaching and on resources available for professional learning.

C. pursue, develop, and continually refine practices that address the individual needs of students.

D. value critical thinking and self-directed learning.

E. commit to reflection, self-assessment, and learning as an ongoing process.

F. use classroom observation, student information, and research as sources for assessing and revising practice.

G. engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas.

Key Element 6: *Teachers take responsibility for and participate in a meaningful and continuous process of professional development.*

Exemplars:

Teachers

A. participate in professional growth activities to enhance student learning.

B. identify strengths and weaknesses in professional skills and practice and set goals for improvement.

C. remain current regarding new developments and techniques, including technology, in their endorsed content area.

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The Research Base for the Uniform Performance Standards for Teachers

(Reference document to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers-Revised 2011)

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INTRODUCTION

The purpose of this document is to provide the research base for the performance standards set forth in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the **performance objectives (standards)** set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

> Section 22.1-253.13:5 (Standard 5. Quality of classroom instruction and educational leadership) of the *Code of Virginia* states, in part, the following:
>
> …B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities….
>
> Section 22.1-295 (Employment of teachers) states, in part, the following:
>
> …C. School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, **student academic progress** [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* set forth seven performance standards for all Virginia teachers. Pursuant to state law, teacher evaluations must be consistent with the performance standards (objectives) included in this document.

The performance standards are used to collect and present data to document performance that is based on well-defined job expectations. The guidelines provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective instructional practice. The performance standards also provide flexibility, encouraging creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes

The primary purposes of the teacher performance standards in the *Guidelines for Uniform Performance Standards and Performance Criteria for Teachers* are to:

- optimize student learning and growth;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of Virginia schools;
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth;
- implement a performance evaluation system that promotes collaboration between the teacher and the evaluator; and
- promote self-growth, instructional effectiveness, and improvement of overall job performance.

The performance standards for teachers include the following distinguishing characteristics:

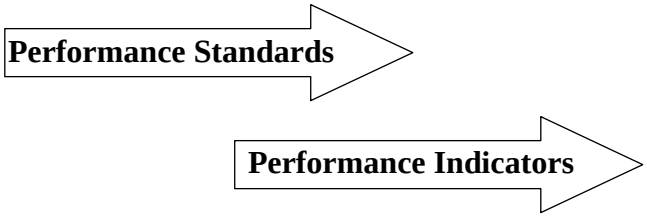
- a focus on the relationship between professional performance and improved learner academic achievement;
- sample performance indicators for each of the teacher performance standards;
- a system for documenting teacher performance based on multiple data sources; and
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process.

Defining Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the uniform performance standards for teachers. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations.

The term *site administrator* will be used for principals and supervisors. Additionally, a site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

The expectations for professional performance are defined using a two-tiered approach.



Performance Standards

Performance standards refer to the major duties performed by the teacher. For all teachers, there are seven performance standards.

Performance Standard 1: Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*
Performance Standard 2: Instructional Planning *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*
Performance Standard 3: Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*
Performance Standard 4: Assessment of and for Student Learning *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*
Performance Standard 5: Learning Environment *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Performance Standard 6: Professionalism *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*
Performance Standard 7: Student Academic Progress *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

Performance Indicators

Performance indicators included in this document were developed to provide examples of observable, tangible behaviors (see Part 2). That is, the performance indicators are ***examples*** of the types of performance that will occur if a teaching standard is being met successfully. The list of performance indicators is not exhaustive. ***Further, all teachers are not expected to demonstrate each performance indicator.***

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for the *Instructional Delivery* standard are listed in Figure 1 below.

Figure 1: Sample of Performance Standard and Indicators

Performance Standard 3: Instructional Delivery *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*
Sample Performance Indicators *Examples of teacher work conducted in the performance of the standard may include, but are not limited to:* 3.1 Engages and maintains students in active learning. 3.2 Builds upon students' existing knowledge and skills. 3.3 Differentiates instruction to meet the students' needs. 3.4 Reinforces learning goals consistently throughout lessons. 3.5 Uses a variety of effective instructional strategies and resources. 3.6 Uses instructional technology to enhance student learning. 3.7 Communicates clearly and checks for understanding.

The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned previously, all performance indicators may not be applicable to a particular work assignment. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level.***

PART 1: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address each standard.

Teachers are evaluated on the performance standards using the following performance appraisal rubrics:

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

1.1 Effectively addresses appropriate curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates an accurate knowledge of the subject matter.

1.5 Demonstrates skills relevant to the subject area(s) taught.

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.

Performance Appraisal Rubric

Exemplary*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	**The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.**	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 2: Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

2.1 Uses student learning data to guide planning.

2.2 Plans time realistically for pacing, content mastery, and transitions.

2.3 Plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

Performance Appraisal Rubric

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	**The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.**	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet the students' needs.

3.4 Reinforces learning goals consistently throughout the lesson.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

Performance Appraisal Rubric

Exemplary*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.**	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 4: Assessment of and for Student Learning
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with established curriculum standards and benchmarks.

4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Gives constructive and frequent feedback to students on their learning.

Performance Appraisal Rubric

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	**The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.**	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

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Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Promotes cultural sensitivity.

5.6 Respects students' diversity, including language, culture, race, gender, and special needs.

5.7 Actively listens and pays attention to students' needs and responses.

5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Appraisal Rubric

Exemplary*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.**	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

6.2 Adheres to federal and state laws, school policies and ethical guidelines.

6.3 Incorporates learning from professional growth opportunities into instructional practice.

6.4 Sets goals for improvement of knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Appraisal Rubric

Exemplary*	**Proficient** *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	**The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.**	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

Note: **Performance Standard 7-Student Academic Progress**: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7 -- would be positive. The Virginia teacher evaluation system includes the documentation of student academic growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Performance Appraisal Rubric

Exemplary*	Proficient *Proficient is the expected level of performance.*	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	**The work of the teacher results in acceptable, measurable, and appropriate student academic progress.**	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

**Teachers who are exemplary often serve as role models and/or teacher leaders.*

PART 2: RESEARCH BASE FOR PERFORMANCE STANDARDS

Performance Standards and Professional Organizations

The revised *Uniform Performance Standards for Teachers* are aligned with professional organization standards for teacher performance and evaluation. Although there is a high degree of alignment of the uniform performance standards for teachers with the Interstate Teacher Assessment and Support Consortium (INTASC)[1] and the National Board for Professional Teaching Standards (NBPTS) standards, INTASC and NBPTS do not include measures of student academic progress in their standards/core propositions.

Research Base for Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Classroom teaching is a complex activity that is cognitively demanding. Essential teacher knowledge includes content knowledge, pedagogical knowledge, curricular knowledge, knowledge of learners, and knowledge of culture and educational purposes at large.

Content knowledge, the disciplinary understanding of the subject taught, exerts a significant influence on a teacher's classroom behavior. Various studies suggest that teachers with stronger content knowledge are more likely to use practices that can help students construct and internalize knowledge, such as:

- Asking higher-level questions;
- Encouraging students to explore alternative explanations;
- Involving students in more inquiry-based learning;
- Allowing more student-directed activities; and
- Engaging students in the lessons. [2]

Effective teaching resides not simply in the knowledge a teacher has accrued, but also in how this knowledge is translated into student learning in classrooms.[3] For instance, teachers highly proficient in mathematics or writing will help others learn mathematics or writing only if they are able to use their own knowledge to enact learning activities that are appropriate to students. Therefore, a teacher's subject matter knowledge and pedagogical knowledge are complementary and interdependent. These two knowledge categories were synthesized by what Shulman called "pedagogical content knowledge," which he defined as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction."[4]

Studies that examined the effects of teachers' subject matter knowledge and/or pedagogical knowledge on students' academic achievement often used simple survey questions, teachers' college course-taking, and majors to measure teacher knowledge. Figure 2 provides a brief summary of selected key studies that examine the association between teacher knowledge and student learning.

Figure 2. Key references for effects of teacher subject matter knowledge and pedagogical knowledge

Study	Knowledge Base Examined	Measured By	Grade Level	Subjects	Findings
Hill, Rowan, & Ball[5]	Content knowledge	Survey	Elementary	Mathematics	Teachers' mathematical knowledge significantly contributes to student mathematics learning, after controlling for other key student- and teacher-related characteristics.
Rowan, Chiang & Miller[6]	Content knowledge	Survey and college major	High school	Mathematics	Students whose teachers answered the mathematics quiz item correctly achieved more in mathematics than did those whose teachers answered the question wrong. Students whose teachers majored in mathematics at the undergraduate and/or graduate level achieved more than those whose teachers did not, although the effect was quite small, SD=.015.
Goldhaber & Brewer [7]	Content knowledge	College major	High school	Mathematics	Students learn more from teachers with majors in mathematics than students whose teachers had majors in nonmathematics subjects.
Monk[8]	Content knowledge and pedagogical knowledge	College coursework	High school	Mathematics and science	The amount of college-level mathematics or science courses taken by teachers had a positive effect on student learning gains. The effects of pedagogical coursework are more stable over time than the effects of subject matter preparation.

A research synthesis by Rice concluded that coursework in both pedagogy and content area has a positive impact on student achievement in middle and high school education, primarily for mathematics.[9] Pedagogical coursework seems to contribute to teacher effectiveness at both elementary and secondary levels, but the importance of content coursework appears to be more

salient at the secondary level. More fine-grained instruments need to be developed to measure teacher job-related knowledge and its effects on student achievement.[10]

The professional knowledge of effective teachers reaches beyond merely the knowledge of subject matter (content knowledge) and instructional strategies (pedagogical knowledge); indeed, professional knowledge also encompasses an understanding of students and environmental contexts.[11] Effective teachers often use their knowledge of their students -- for instance, knowledge of students' learning ability, prior achievement, cultural background, and personal interests -- to decide what and how to teach. Based on this expansive knowledge, teachers can anticipate the conceptions, misconceptions, and possible difficulties their students are likely to encounter while learning particular content.

Research Base for Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

The Process of Planning

What Should Be Taught? Effective student learning requires a progressive and coherent set of learning objectives. State/national standards and school district/division curricula can point out the generic domains of subject content to be covered. However, it is the teacher's responsibility in virtually every classroom to delineate the intended outcomes of each lesson and to describe the skills that students should be able to perform after participating in the learning activities.

In deciding what should be taught, expert teachers often utilize prescribed textbooks, but they hardly ever follow traditional plans. In fact, they frequently have a blueprint in their minds that has been formed and re-formed over time. Perhaps because of their expertise gained over time through a constant process of planning-reflection-refining, these expert teachers are much less prone to rely on written, formalized lessons than on their well-formed and fluid mental planning model.[12]

Additionally, as effective teachers consider what to teach, they typically reach beyond prepared materials. For instance, while planning for a lesson in social science, effective teachers use historical fiction, biography, information on the Internet and in magazines, and other nontraditional content sources. Leinhardt found that expert teachers and novice teachers have a different "agenda" for their daily instruction.[13] Agenda is defined as an operational plan that is concise, focused, and descriptive of the intended goals and actions in which the teacher seeks to engage the students during the instructional time. Particularly, Leinhardt noticed that expert teachers conceive a lesson along two dimensions simultaneously:

1) the teacher's own actions, thoughts, and habits; and

2) the students' thinking and understanding of the content.

Thus, effective teachers not only plan what to teach, but more importantly, they plan for whom they are going to teach. They exert effort to reach beyond their comfort zone of disciplinary thinking and actions to incorporate their students' learning preferences and readiness levels.

How Should It Be Taught? Once the learning objectives are developed, evidence suggests that expert teachers are more competent in translating their instructional plans into actions than non-expert teachers.[14] Additionally, effective teachers follow the predefined plan while remaining open to changes and continuously adjusting their instruction based on student needs. Further, expert teachers anticipate the difficulties students might encounter while learning the content of the lesson. They consider students' thinking in order to assess the success of the lesson plan and then modify their instruction promptly.[15]

Having a lesson plan cannot ensure that the actual lesson will be implemented as what is prescribed. Human behavior, either of the teachers or of the students in the classroom, cannot be predicted accurately as a phenomenon in the hard sciences. As any effective teacher or administrator knows, the classroom is full of ebbs and flows. Consequently, teachers need to tap into their pedagogical and content resources in a fluid and flexible manner in order to proceed smoothly -- and successfully.

How Should Instruction and Student Learning Be Assessed? When the learning objectives are set up, in addition to aligning activities to them, teachers also need to link the assessment plan to the learning objective. Alignment of curriculum, learning activities, and assessment is integral to any instructional design. (This type of alignment is referred to as "Opportunity to Learn.") Before the actual instruction begins, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and to judge the success of the instructional plan. Additionally, teachers should communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

Pacing Guides as a Planning Tool. Teachers must consider a variety of factors when planning instruction, including how to pace the actual delivery in the classroom. The feasibility of a particular lesson largely depends on student ability and variation, content goals and mandated objectives, time and material resources, and so forth. Many of these factors present teachers with constraints that are beyond their immediate control. For example, there is a prescribed, fixed amount of time each day in which formal instruction may occur. Typically, hours of the day are chunked into units that are dedicated to the study of a certain subject or discipline as determined by a legislative body, school board, or a school administrator. Within those chunks of time, however, teachers traditionally have enjoyed a great deal of flexibility and autonomy. That is, what they did with class time was largely up to them. Over the past decade that flexibility has begun to wane -- a by-product of high-stakes testing. Teachers report a narrowing of the curriculum that focuses on tested items and breadth of content while sacrificing depth.[16]

Many school districts/divisions require teachers to follow strict pacing guides which prescribe how much time to spend on certain lessons or concepts. Pacing guides are intended to be instruments that teachers use to measure the amount of instructional time devoted to certain topics in light of the total content that must be taught. Properly used, pacing guides are tools to steer daily instructional decisions within the context of the entire curriculum. Used improperly, however, pacing guides unduly restrict the proper ebb and flow of the classroom and restrict the instructional pace regardless of student ability. On this topic, one writer stated:

> Pacing guides are not an inherently bad idea. Their effects depend on their design and how district and school leaders use them. The best pacing guides emphasize curriculum guidance

instead of prescriptive pacing; these guides focus on central ideas and provide links to exemplary curriculum material, lessons, and instructional strategies.[17]

Thus, pacing, if used wisely, can be an important component of instructional planning. It allows teachers to see the curriculum in its entirety and to avoid the trap of overemphasizing one area of content at the expense of others. Because instructional time with students is fixed, teachers must value class time; pacing can help with this important planning consideration.

Data-driven Aspects of Planning. All of the attributes of instructional planning require the use of data, either implicitly or explicitly. However, in terms of using data in planning, a central concern to consider is the proper use of proper data.[18] Simply claiming "data-based" does not improve practice. Rather, we must:

- gather pertinent data (i.e., quantitative and qualitative information);
- distill the real meaning of these data (i.e., What does the information tell us about teaching and learning?);
- aptly apply the information to improve and sustain good practice; and then
- improve results.

"Data-driven decision-making does not simply require good data; it also requires good decisions."[19]

Research Base for Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs

Students arrive at school with a variety of backgrounds, interests, and abilities. This means that a one-size-fits-all approach to instruction is ineffective, probably counterproductive, and perhaps even unethical. If the goal of instruction is to provide an opportunity for all students to learn, then the instructional practices that teachers choose to employ in the classroom matter -- and matter greatly.[20] In an analysis of educational productivity in the United States and other countries, teacher classroom instruction was identified as one of the most significant variables that has great effect on student affective, behavioral, and cognitive outcomes.[21] Good quality instruction positively and directly affects student achievement. For instance, the instructional practice of reinforcement has a magnitude of 1.17 standard deviations on educational outcomes. And the effect of cues, engagement, and corrective feedback, each, is approximately one standard deviation. Personalized and adaptive instruction, tutoring, and diagnostic-prescriptive methods also have strong effects on student learning, with effect sizes of .57, .45, .40, and .33, respectively.[22]

Student Engagement

Instead of using uniform strategies for all students, effective teachers design instruction that motivates each student and they communicate content in such a way that students are able to comprehend based on their individual prior learning and ability. Because students learn in a variety of ways and at a variety of rates, teachers should deliver their lessons with appropriate variety in order to maximize student engagement. One tool that can be helpful in sustaining high levels of student engagement is to connect to the ways individual students learn. A meta-analysis of the extant research suggests that instruction based on learning styles is positively related to student attitudes and achievement.[23] Dunn, et al., extended this finding to at-risk students, reporting that mean achievement increased nearly one standard deviation (i.e., approximately 84th percentile versus 50th percentile) when teachers accommodated for learning styles.[24]

Implementing a variety of classroom techniques and strategies also enhances student motivation and decreases discipline problems.[25] Furthermore, differentiated instruction enables teachers to adjust their curriculum, materials, learning activities, and assessment techniques to ensure that all students in a mixed-ability classroom can have different avenues to process new knowledge and develop skills, while having equal access to high-quality learning.[26]

Another essential aspect of effective instruction that helps build and sustain student engagement is relevance of the instruction. Making instruction relevant to real-world problems is among the most powerful instructional practices a teacher can use to increase student learning.[27] This kind of instruction allows students to explore, inquire, and meaningfully construct knowledge of real problems that are relevant to their lives. Moreover, students are motivated and engaged when their learning is authentic, especially when the real-world tasks performed have personalized results.

Questioning can be another highly effective instructional tool when used properly. In particular, the types of questions asked, wait time, and types of responses play a role in the propitious use of questioning. Unfortunately, there are substantial differences in the adept use of questioning between effective teachers and ineffective teachers. On the negative side, in a study of mathematics classrooms Craig and Cairo found that teachers ask more than 99 percent of the questions.[28] They also found that teachers tended to provide little wait time, asked recall and use questions, and designated a particular student to answer a question. On the positive side, in one case study the researchers found that teachers deemed effective asked approximately seven times higher cognitive-level questions than those considered ineffective.[29] Selected instructional practices exhibited by effective teachers are noted in Figure 3.

Figure 3. Selected Instructional Practices Employed by Effective Teachers

The effective teacher:

- stays involved with the lesson at all stages so that adjustments can be made based on feedback from the students.[30]
- uses a variety of instructional strategies, as no one strategy is universally superior with all students.[31]
- uses research-based strategies to enhance the time students spend with teachers by making instruction student-centered.[32]

The effective teacher: (continued)

- involves students in appropriate and challenging learning activities, such as cooperative learning, to enhance higher order thinking skills.[33]
- knows that instructional strategies that use students' prior knowledge in an inquiry-based, hands-on format facilitate student learning.[34]
- uses remediation, skills-based instruction, and differentiated instruction to meet individual student's learning needs.[35]
- uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.[36]

There is no single classroom practice that is necessarily effective with all subject matter and all grade levels.[37] Effective instruction involves a dynamic interplay among content to be learned, pedagogical methods applied, characteristics of individual learners, and the context in which the learning is to occur.[38] Ultimately, subject matter knowledge, pedagogical skills, and an inspiration for instructional innovation and development can liberate individual teachers to explore the diversification and richness of daily practice.

Research Base for Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

High quality assessment can produce valid information about students' learning outcomes and provide insight into the effectiveness of teachers' instruction. Research has indicated that teachers who introduce formative assessment into their classroom practice can affect substantial achievement gains. In their 1998 research review, Black and Wiliam examined a multitude of empirical studies to determine whether improvement in classroom assessments can lead to improvement in learning.[39] They found that formative assessment has substantial positive effects on student achievement, with effect size ranging from 0.3 to 0.7 standard deviations. Particularly, they found that formative assessment is more effective for low achievers than for other students, thus, reducing an achievement gap while raising achievement overall at the same time.[40]

Assessments are more likely to have a positive influence on student learning when they exhibit the characteristics noted in Figure 4.

Figure 4. Assessment Characteristics that Positively Influence Student Learning

Assessments are more likely to influence student learning when they:

- are aligned with the framework of learning targets and instruction.
- are of sufficient validity and reliability to produce an accurate representation of student learning.
- are accompanied with frequent informative feedback, rather than infrequent judgmental feedback.

Assessments are more likely to influence student learning when they: (continued)

- involve students deeply in classroom review and monitoring.
- emphasize testing processes and results.
- communicate in a timely and effective manner.
- are documented through proper record keeping of learning results.[41]

Students as well as teachers have strong beliefs about the importance of feedback. Students report that informative feedback makes them aware of their mistakes, highlights ways to make corrections, and informs them of teacher expectations. Teachers report that providing feedback can be arduous and painstaking, but also they feel that it is an important part of instruction.[42]

As noted earlier, there are multiple methods for assessing student learning. Guskey found that teachers and administrators believed student portfolios were the most important type of assessment tool used to measure student learning, while division, state, and national assessments ranked the lowest.[43] Interestingly, homework ranked in the middle of Guskey's analysis of assessment types. Regardless of the type of assessment used, the more important issue is the practical value of the assessment in use. Tomlinson suggested that teachers must find a proper fit between students and the method being used to assess their learning.[44] Assessment, she posited, is a form of communication. Teachers must allow students to communicate their learning in a manner best suited to their needs.

Given the prevalence of standardized assessments at the state, regional, and national levels, in the United States and in numerous countries around the globe, a brief comment on this particular type of assessment seems in order. The extant literature has documented both positive and negative impacts of standardized assessments on teachers' instruction and assessment at the classroom level. The positive evidence indicates that standardized tests motivate teachers to:

- align their instruction to standards;
- maximize instructional time;
- work harder to cover more material in a given amount of instructional time; and
- adopt a better curriculum or more effective pedagogical methods.[45]

However, other research reveals that high-stakes assessments encourage teachers to:

- narrow the curriculum;
- focus on memorization, drills, and worksheets;
- allocate less time to higher-order skills; and
- restrict their teaching to formulated approaches of instruction.[46]

Teachers should maintain a balance between state/national level assessments and classroom level assessments to optimize student learning.

Research Base for Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Effective teachers must be proficient in creating a positive classroom environment for learning, otherwise learning -- at least the intended learning -- will not occur. A review of research connecting learning environment and student achievement emphasizes a number of key dimensions, including classroom management and structure, positive classroom climate, and classroom talk.

Classroom Management and Structure

Teachers who emphasize structure in the classroom are more effective than those who do not.[47] In general, structure means "an aggregate of elements of an entity in their relationships to each other."[48] For our purposes in education, specifically, structure involves physically orienting the classroom for instruction, preparing and organizing materials, and framing lessons in a coherent and logical manner.

Effective teachers implement good classroom management to establish order, maintain safety, engage students, and elicit student cooperation with an ultimate purpose to establish and maintain an environment conducive to instruction and learning.[49] The extant research is fairly clear that good classroom management has a positive influence on students' motivational development.

A study conducted by one team of researchers found that students' perception of rule clarity and teacher monitoring are positively related to their development of academic interest in secondary school mathematics classes.[50] Another empirical study revealed that the top quartile teachers (i.e., the most effective teachers as identified by the high academic achievement of the students they taught) were more organized with efficient routines and procedures for daily tasks, and they communicated higher behavioral expectations to students than ineffective teachers. The top teachers also were found to have less disruptive student behaviors (on average, once every two hours) than do the less effective teachers (on average, once every 12 minutes).[51] Another research team noted that teachers who spend more time establishing instructional routines at the beginning of the school year did not need to exert as much effort on similar tasks later in the year.[52] The investment in initial organizational strategies yielded significant gains in reading scores throughout the year. In comparison, achievement gains were lower among students whose teachers did not demonstrate similar organization skills.

Positive Classroom Climate

Effective teachers build a classroom climate where error (i.e., risk taking) is welcomed, where student questioning is high, where engagement is the norm, and where students can gain reputations as effective learners.[53] Wang, Haertel, and Walberg analyzed a knowledge base representing 11,000 statistical findings about student achievement in order to answer the question, What helps students learn?[54] They found classroom instruction and climate was the second most influential factor among six identified types of influence, second only to, but nearly

as prominent as, student aptitude. Based on this research synthesis, classroom climate refers to the socio-psychological dimensions of classroom life.[55]

Teachers who make the effort to engage in positive interactions with students make a difference in the academic and social development of their students. A constructive interaction with students is a motivator for students to act in accordance with the expectation of their teacher. Studies by Ladd and by Furrer and Skinner confirmed that low student achievement can result from stressful student-adult relationships, while positive relationships can lead to higher levels of student participation and engagement.[56] Teacher interactions with students have been found to have effects at all grade levels. Hamre and Pianta found that first grade teachers who engaged in positive interactions with at-risk students reduced the probability of those students experiencing failure in the early grades.[57] Barney found that middle school students developed a more positive attitude toward course content when their teachers took the time to interact with them.[58] Pressley, Raphael, Gallagher, and DiBella found that secondary teachers who got to know their students personally were able to work with them to develop and achieve goals.[59]

Classroom Talk

The interaction between teacher and students, and among students, is another significant indicator of learning environment. Authority is more distributed than centralized through the communication that happens in a positive classroom environment. Additionally, the talk between teacher and student is personalized. Exemplary teachers have been found to use authentic conversation to learn about students and encourage students to engage their peer's ideas.[60]

In summary, key features for these three attributes are detailed in Figure 5.

Figure 5: Summary of Selected Features of Positive Learning Environment

Positive Learning Environment Attributes	Features of Attributes
Classroom management and structure	• identifying and communicating desirable behavior • consistently applying rules and procedures • monitoring student behavior • taking preventive rather than reactive management actions • pacing class activities and transitioning between tasks smoothly • maximizing instructional time • keeping students on tasks • making learning meaningful[61]
Positive classroom climate	• cooperation among teachers and students • common interest and values • pursuit of common goals • a clear academic focus • well-organized and well-planned lessons • explicit learning objectives • appropriate level of task difficulty for students • appropriate instructional pace[62]

Positive Learning Environment Attributes	Features of Attributes
Classroom talk	• respectful, supportive, and productive • modeled by teachers • practiced with students

Research Base for Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Teachers' daily practice is grounded in the beliefs, values, and attitudes they hold toward the profession, the students, the schools, and themselves.[63] To illustrate, caring about students is one of the most widely documented personal qualities of effective teachers. Effective teachers often are described as warm, friendly, and caring; conversely, ineffective teachers often are said to create a tense classroom and are described as cold, abusive, and uncaring.[64] When students perceive that their teachers care about them, they respond by "optimizing their commitment to learning and putting forth greater efforts to reach their potential."[65]

Additional examples of how teachers impact school success -- and their own success -- through their professional demeanor and ethical treatment of others might include a personal quality as simple as attitude. In particular, enthusiasm and motivation are two essential attitudes that impact teacher effectiveness and, ultimately, student achievement. Even teachers' enthusiasm for the teaching profession has positive effects on their instructional behaviors.[66] Teachers who are more enthusiastic about teaching exhibit higher quality instructional behavior, such as monitoring student learning, providing students with more cognitive autonomy support, offering more social support to students, and using higher levels of cognitive challenge. Teacher motivation also is expressed in a range of teacher behaviors that are perceived to be conducive to student learning, such as enthusiasm in content area taught, interest about students' personal and developmental needs, participation in content-related activities outside of class time, and the display of value and emotion for students.[67]

Teachers who demonstrate care and concern toward their students are perceived more positively and, in fact, are more effective[68] and, as with the personal quality of caring, other qualities such as fairness and respect have a positive impact on the teacher's bearing and effectiveness within the school community.

Clearly, an ethic of care and, more broadly, an ethic of working within the context of ethical, legal, and professional standards of conduct, is a key component of professionalism. Additionally, teachers are held to a high standard of personal and professional conduct, due largely to the fact that they are viewed as exemplars of behavior for the students they teach. In fact, the U.S. Supreme Court has stated that a "teacher serves as a role model for … students, exerting a subtle but important influence over their perceptions and values."[69] Consequently, a teacher's behavior that jeopardizes student welfare can be justification for dismissal.[70] More to the point, if a nexus exists between a teacher's personal and professional life that harms students or a school's ability to operate effectively and efficiently, then that teacher has violated the ethical principles of teaching to the extent that dismissal often is justified. Guidelines for

determining adverse impact on students includes such factors as the age and maturity of the students, the proximity of the teacher's conduct, the teacher's motivation, extenuating or aggravating circumstances, and the likelihood of the conduct being repeated.[71]

Professionalism and Professional Growth

Another key attribute of professionalism is a commitment to continuous improvement and perpetual learning. Interestingly, effective teachers monitor and strengthen the connection between their own development and students' development.[72] Evidence indicates that teachers who receive substantial professional development can help students achieve more. For example, based on the findings of one meta-analysis, teachers who received substantial professional development (in this instance, 49 hours) boosted their students' achievement about 21 percentile points, and this effect size is fairly consistent across content areas.[73]

Professionalism and Contributing to the Learning Community

Effective teachers act individually and collectively to advance the teaching profession, and act as shapers, promoters, and well-informed critics of educational policies, instructional innovations, and internal changes that impact on student learning.[74] A teacher can contribute to the teaching profession by engaging in various types of study, inquiry, and even experimentation to develop personal best practices. Individually, teachers are powerful resources to enrich the professional knowledge base about academic standards, curriculum, pedagogy, and assessment by reflecting and sharing experiences of "what works" and "what does not work." Collectively, teachers can network with professional associations and collaborate with social/business agencies to advance overall school improvement.[75] Ultimately, effective teachers contribute substantially to fostering, supporting, and sustaining a learning community in which all members of the school -- including students and teachers -- are actively engaged in ongoing learning.

Figure 6 summarizes selected research findings regarding the importance of professionalism for teacher effectiveness.

Figure 6. Teacher Effectiveness and Professional Behaviors and Dispositions

Professional behaviors of effective teachers:

- Encourage linking professional growth goals to professional development opportunities.[76]
- Empower teachers to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.[77]
- Emphasize selecting professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.[78] For example, science teachers with professional development in laboratory skills have students who outperform their peers.
- Encourage cognizance of the legal issues associated with educational records, and respect and maintain confidentiality.[79]

Research Base for Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Numerous studies conducted in the United States and in other countries have documented the fact that effective teachers have a significant impact on student achievement. The research consistently has concluded that students in effective teachers' classrooms make academic growth that is larger than what is projected based on longitudinal data. Figure 7 provides a summary of selected key findings drawn from relevant empirical studies.

Figure 7. Summary Findings of the Relationship between Student Progress and Teacher Effectiveness

Key Findings
• Highly effective teachers generally were effective in helping all students make progress, regardless of their prior achievement levels, while ineffective teachers were found to be ineffective with all students. Teachers with average effectiveness facilitated achievement gains with lower achieving students, but not with higher student achievers.[80] • Teacher effects on student academic gains are cumulative and residual.[81] • Variations in teacher quality account for at least 7.5 percent of the total variation in measured achievement gains.[82] • Teachers contributed to 3 percent to 10 percent of the variability in student gain score, while controlling for student prior achievement and background characteristics.[83] • Teachers who were highly effective in producing higher-than-expected student achievement gains (top quartile) in one end-of-course content test (reading, mathematics, science, social studies) tended to produce top quartile residual gain scores in all four content areas. Teachers who were ineffective (bottom quartile) in one content area tended to be ineffective in all four content areas.[84]

At a macro level, effective teachers help their students achieve greater than what is predicted for them on summative, standardized assessments. At a micro level, effective teachers provide instruction and support that leads to quality learning opportunities on a day-to-day basis. For example, based on a large-scale research review, Hattie found that compared to their ineffective colleagues, effective teachers are adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.[85] The research also shows that effective teachers are more adept at developing and testing hypotheses about learning difficulties or instructional strategies. Additionally, an experimental study reached the following conclusions for teachers who monitored their students' growth on a regular basis:

- They effected greater student achievement than those who used conventional monitoring methods.

- They had more improvement in their instructional structure.

- Their pedagogical decisions reflected greater realism and responsiveness to student progress.

- Their students were more knowledgeable about their own learning and more conscious of learning goals and progress.[86]

Student progress monitoring is a technique that can provide teachers with data on students' performance to evaluate the effectiveness of their instruction and make adjustments in their pedagogical behavior. Progress monitoring also can help teachers set meaningful student achievement goals to tap into greater student learning potential. Teachers who use progress monitoring also are better informed of the strengths and weaknesses in student learning and can better decide on what instructional modifications are necessary. Stecker, Fuchs, and Fuchs noted that teachers effected significant growth in student learning with progress monitoring only when they modified instruction based on progress monitoring data; however, frequent progress monitoring alone did not boost student achievement.[87]

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Board of Education Agenda Item

Item: M. **Date:** April 28, 2011

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Cut Score for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment

Presenter: Mrs. 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: _____

____ Action requested at this meeting _X_ Action requested at future meeting: May 19, 2011

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

In response to House Joint Resolution Number 794 (HJR 794) of the 2001 session of the Virginia General Assembly, the Advisory Board on Teacher Education and Licensure (ABTEL), in cooperation with the State Council of Higher Education for Virginia, conducted a series of initiatives to determine the proficiency of Virginia teachers in teaching systematic explicit phonics. A resolution to enhance reading instruction was adopted on March 17, 2003, by ABTEL. The resolution was presented to the Board of Education for first review on March 26, 2003, and approved by the Board on April 29, 2003. This resolution called for the following:

1. the development of a statewide reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction: phonics, phonemic awareness, vocabulary, comprehension, and fluency; and

2. the requirement of a reading instructional assessment for teachers of special education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments), elementary prek-3, and elementary prek-6 no later than July 1, 2004. In addition, individuals seeking a reading specialist endorsement would be required to complete a reading instructional assessment no later than July 1, 2004.

In response to this resolution, the Virginia Department of Education contracted with National Evaluation Systems to develop the Virginia Reading Assessment (VRA) and Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists). Between July 1, 2004, and June 30, 2006, the VRA was required of all candidates applying for an initial license with endorsements in Early/Primary PreK-3, Elementary Education PreK-6, Special Education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and individuals seeking an endorsement as a Reading Specialist. Also, as a result of the Board's action on July 27, 2005, institutions of higher education with preparation programs in teaching endorsement areas requiring the VRA were given another year to continue aligning their programs with required reading competencies.

At the July 27, 2005, meeting, the Board of Education approved cut scores for the Virginia Reading Assessments (VRA) for elementary and special education teachers (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and reading specialists. The Board approved a score of 235 for elementary and special education teachers and a score of 245 for reading specialists, effective July 1, 2006.

Based on Virginia's procurement regulations, from time to time contracts for certain tests must be opened for competitive solicitation and new contracts awarded. As a result of the solicitation, the Virginia Department of Education contracted with the Educational Testing Service (ETS) on July 20, 2010, to develop the following two new reading assessments that will become effective July 1, 2011.

Reading for Virginia Educators (RVE): Elementary and Special Education Teachers
This assessment will be required for Virginia teachers seeking an initial license with an endorsement in Elementary Education PK-3, Elementary Education PK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments and will replace the Virginia Reading Assessment (VRA) for Elementary and Special Education Teachers.

Reading for Virginia Educators: Reading Specialist (RVE-Reading Specialist)
This assessment will be required for individuals seeking the reading specialist endorsement and will replace the Virginia Reading Assessment (VRA) for Reading Specialists.

The Educational Testing Service worked with the Virginia Department of Education to assemble test development committees composed of Virginia teachers and higher education faculty involved in the preparation of reading teachers. These committees met in September 2010 to review the proposed test specifications and approve specific test items for the new assessments. ETS also conducted field tests of the two new assessments across Virginia in January and February 2011.

Summary of Major Elements

To support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the RVE: Elementary and Special Education Teachers (0306) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level elementary and special education teachers with regards to teaching reading.

The study involved an expert panel comprised of teachers, administrators and college faculty. The Department of Education recommended panelists with (a) elementary or special education experience, either as elementary or special education teachers or college faculty who prepare elementary or special education teachers and (b) familiarity with the knowledge and skills required of beginning elementary or special education teachers with regards to teaching reading. A roster of participants is included in the Appendix of the attached report. The panel was convened on February 28 and March 1, 2011, in Richmond, Virginia.

The *RVE: Elementary and Special Education Teachers Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level elementary or special education teachers have the content knowledge and skills related to teaching reading believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The two and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 19 questions), *Oral Language and Oral Communication* (approximately 19 questions), *Reading Development* (approximately 43 questions), and *Writing and Research* (approximately 19 questions). Part B contains three constructed-response questions covering three of the four content areas as Part A (*Oral Language and Oral Communication* is not covered by one of the constructed-response questions). While the sections are not separately timed, suggested time limits of 105 minutes for Part A and 45 minutes for Part B are provided.

Candidate scores on the two parts are combined and reported as an overall score; five category scores – one for each content area covered in Part A and one for the combined constructed-response questions in Part B – also are reported. The constructed-response questions in Part B are weighted to contribute 20% of the total raw-score points. The maximum total number of raw points that may be earned on the assessment is 100, 80 points from Part A and 20 points from Part B. The reporting scales for the RVE: Elementary and Special Education Teachers (0306) assessment ranges from 100 to 200 scaled-score points.

The panel's cut score recommendation for the RVE: Elementary and Special Education Teachers (0306) assessment is 66.68. The value was rounded to 67 (out of 100 raw score points that could be earned on the assessment), the next highest whole number, to determine the functional recommended cut. The scaled score associated with 67 raw points is 163.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error

of measurement. If a test-taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test-taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study is 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 Measure Summary – Reading for Virginia Educators

Cut Scores Within 1 and 2 SEMs of the Recommended Cut Score

	Recommended Cut Score (SEM)	Scale Score Equivalent	Field Test Pass Rate
	67 (4.55)	163 **(Panel Recommendation)**	52%
-2 SEMs	58	151	72%
-1 SEM	63	157 **(ABTEL Recommendation)**	63%
+1 SEM	72	169	40%
+2 SEMs	77	176	27%

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

In addition to the results of the Standard Setting Study, the Advisory Board on Teacher Education and Licensure (ABTEL) also reviewed the results from the field test conducted by ETS. A total of 764 candidates participated in the field test for the RVE assessment conducted in January-February 2011. The percentage of field test candidates passing at the scale score equivalent is also shown above.

On March 21, 2011, ABTEL recommended that the Board of Education set a cut score of 157 for the Reading for Virginia Educators assessment.

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 approve the cut score of 157 for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers assessment.

Impact on Resources:

Costs associated with the administration of the Reading for Virginia Educators assessment will be incurred by the Educational Testing Service. Prospective elementary and special education teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the May 19, 2011, meeting.

Listening. Learning. Leading.

Standard Setting Technical Report

READING FOR VIRGINIA EDUCATORS:

ELEMENTARY AND SPECIAL EDUCATION TEACHERS (0306)

Prepared for the Virginia Department of Education

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

March 2011

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Executive Summary

To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing a passing score, or cut score, for the Reading for Virginia Educators (RVE): Elementary and Special Education Teachers (0306) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study on February 28 and March 1, 2011. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level elementary and special education teachers with regards to teaching reading.

Recommended Cut Score

The recommended cut score is provided to help the VDOE determine an appropriate cut (or passing) score. For the RVE: Elementary and Special Education Teachers (0306) assessment, the average recommended cut score is 67 out of 100 (on the raw score metric). The scaled score associated with a raw score of 67 is 163 (on a 100 to 200 scale).

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level elementary and special education teachers with regards to teaching reading. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing a passing score, or cut score, for the RVE: Elementary and Special Education Teachers (0306) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level elementary and special education teachers with regards to teaching reading.

The study involved an expert panel, comprised of teachers, administrators and college faculty. The VDOE recommended panelists with (a) elementary or special education experience, either as elementary or special education teachers or college faculty who prepare elementary or special education teachers and (b) familiarity with the knowledge and skills required of beginning elementary or special education teachers with regards to teaching reading.

The panel was convened on February 28 and March 1, 2011, in Richmond, Virginia. The following technical report is divided into three sections. The first section describes the content and format of the assessment. The second section describes the standard-setting processes and methods used. The third section presents the results of the standard-setting study.

The passing score recommendation for the RVE: Elementary and Special Education Teachers (0306) assessment is provided to the VDOE. The VDOE is responsible for establishing the final passing score in accordance with applicable state regulations. The study provides a recommended passing score, which represents the combined judgments of one group of experienced educators. The full range of the VDOE's needs and expectations could not be represented during the standard-setting study. The VDOE, therefore, may want to consider both the panel's recommended cut score and other sources to information when setting the final RVE: Elementary and Special Education Teachers (0306) cut score (see Geisinger & McCormick, 2010). The VDOE may accept the recommended cut score, adjust it upward to reflect more stringent expectations, or adjust it downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the VDOE's needs.

Two sources of information to consider when setting the cut score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of RVE: Elementary and Special Education Teachers (0306) scores and the latter the reliability of

panelists' cut-score recommendations. The SEM allows the VDOE to recognize that a RVE: Elementary and Special Education Teachers (0306) score—any test score on any test—is less than perfectly reliable. A test score only approximates what a candidate *truly* knows or *truly* can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows the VDOE to consider the likelihood that the recommended cut score from the current panel would be similar to cut scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a cut score consistent with the recommended cut score. The larger the SEJ, the less likely the recommended cut score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), the VDOE should consider the likelihood of classification error. That is, when adjusting a cut score, policymakers should consider whether it is more important to minimize a false positive decision or to minimize a false negative decision. A false positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual knowledge/skill level is lower (i.e., the candidate does not possess the required knowledge/skills). A false negative occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The VDOE needs to consider which decision error to minimize; it is not possible to eliminate both types of decision errors simultaneously.

Overview of the RVE: Elementary and Special Education Teachers Assessment

The *RVE: Elementary and Special Education Teachers Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level elementary or special education teachers have the content knowledge and skills related to teaching reading believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The two and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 19 questions), *Oral Language and Oral Communication* (approximately 19 questions), *Reading Development*

(approximately 43 questions), and Writing *and Research* (approximately 19 questions)[1]. Part B contains three constructed-response questions covering three of the four content areas as Part A (*Oral Language and Oral Communication* is not covered by one of the constructed-response questions). While the sections are not separately timed, suggested time limits of 105 minutes for Part A and 45 minutes for Part B are provided.

Candidate scores on the two parts are combined and reported as an overall score; five category scores – one for each content area covered in Part A and one for the combined constructed-response questions in Part B – also are reported. The constructed-response questions in Part B are weighted to contribute 20% of the total raw-score points. The maximum total number of raw points that may be earned on the assessment is 100, 80 points from Part A and 20 points from Part B. The reporting scales for the RVE: Elementary and Special Education Teachers (0306) assessment ranges from 100 to 200 scaled-score points.

Processes and Methods

The following section describes the processes and methods used to train panelists, gather panelists' judgments and to calculate the recommended passing score, or cut score. (The agenda for the panel meeting is presented in the Appendix.)

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 assessment (included in the *Test at a Glance* document, 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 James Lanham, from the VDOE. The ETS facilitator, Jack Burke, then explained how the assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Assessment

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. (Panelists were

[1] The number of questions for each content area may vary slightly from form to form of the assessment.

instructed not to refer to the answer key for the multiple-choice questions while taking the test.) 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 multiple-choice questions and the scoring rubric for the constructed-response 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 elementary or special education teachers, and areas that addressed content that would be particularly important for entering elementary or special education teachers.

Defining the Just Qualified Candidate

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 elementary or special education teacher with regards to teaching reading. 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.

The panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to *RVE: Elementary and Special Education Teachers 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 (see the consensus JQC definition in the Appendix).

Panelists' Judgments

The standard-setting process for the RVE: Elementary and Special Education Teachers (0306) assessment was conducted for the overall test, though one standard-setting approach was implemented for Part A (multiple-choice questions) and another approach was implemented for Part B (constructed-response questions). The panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. As with scoring and reporting, the panelists' judgments for Part B, the constructed-response questions, were weighted such that Part B contributed 20% of the overall score.

Standard Setting for Part A (multiple-choice questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Part A (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- moderately difficult/easy questions for a JQC were in the .40 to .60 range; and
- easy questions for a JQC were in the .70 to 1 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 four questions on the assessment.

The panelists engaged in two rounds of judgments. Following Round 1, question-level feedback was provided to the panel. 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 (at least two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Standard Setting for Part B (constructed-response questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Part B (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a score of 3, 2, 1, or 0. During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[2]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first constructed-response question in Part B.

Consistent with the standard-setting process used for Part A, the panelists engaged in two rounds of judgments for Part B. Following Round 1, question-level feedback was provided to the panel. The panelists' judgments were displayed for each question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Judgment of Content Specifications

In addition to the two-round standard-setting process, the 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 elementary or special education teacher with regards to teaching reading. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-

[2] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the knowledge/skills statements.

Results

Expert Panels

The panel included 14 educators. In brief, 10 panelists were teachers, one was an administrator, and three were college faculty. All three of the panelists who were college faculty were currently involved in the training or preparation of elementary or special education teachers. Eleven panelists were White and three were African American. Eleven panelists were female. Thirteen panelists reported being certified elementary or special education teachers in Virginia. Approximately a third of panelists (5 of the 14 panelists or 36%) had between four and seven years of experience as an elementary or special education teacher, and another third of the panelists (5 of the 14 panelists or 36%) had 12 or more years of experience.

A fuller demographic description for the members of the panel is presented in Table 1. (See Figure 1 in the Appendix for a listing of panelists.)

Table 1

Panel Member Demographics

	N	Percent
Current Position		
Teacher	10	71%
Administrator/Department Head	1	7%
College Faculty	3	21%
Race		
White	11	79%
Black or African American	3	21%
Gender		
Female	11	79%
Male	3	21%
Are you currently certified as an elementary or special education teacher in Virginia?		
Yes	13	93%
No	1	7%

Table 1 (continued)

Panel Member Demographics

	N	Percent
Are you currently an elementary or special education teacher in Virginia?		
Yes	10	71%
No	4	29%
Are you currently supervising or mentoring other elementary or special education teachers?		
Yes	6	43%
No	8	57%
How many years of experience do you have as an elementary or special education teacher?		
3 years or less	0	0%
4 - 7 years	5	36%
8 - 11 years	4	29%
12 - 15 years	4	29%
16 years or more	1	7%
At what K-12 grade level are you currently teaching?		
Elementary (K-5 or K-6)	7	50%
Middle School (6-8 or 7-9)	1	7%
Elementary and Middle School (9 - 12 or 10 - 12)	1	7%
High School (9-12 or 10-12)	0	0%
Middle and High School	1	7%
Other	1	7%
Not currently teaching at the K-12 level	3	21%
Which best describes the location of your K-12 school?		
Urban	3	21%
Suburban	4	29%
Rural	4	29%
Not currently teaching at the K-12 level	3	21%
If you are college faculty, are you currently involved in the training/preparation of elementary or special education teachers?		
Yes	3	21%
No	0	0%
Not college faculty	11	79%

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. All panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments

A summary of each round of standard-setting judgments for Part A (multiple-choice questions), Part B (constructed-response questions), and the overall assessment is presented in Table 2. The numbers in the table reflect the recommended cut scores — the number of raw points needed to "pass" the part or assessment — of each panelist for the two rounds. For Part B, weighted cut scores are presented; for the overall assessment, the weighted cut scores (i.e., sum of Part A and the weighted Part B cut scores) are presented. Note that the RVE: Elementary and Special Education Teachers (0306) assessment reports a single, overall score and that the panel is recommending a single cut score for the combination of Parts A and B. The separate "cut scores" for the two parts are intermediate steps in calculating the overall cut score. 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[3]. 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.

The panel's cut score recommendation for the RVE: Elementary and Special Education Teachers (0306) assessment is 66.68 (see Table 2). The value was rounded to 67 (out of 100 raw score points that could be earned on the assessment), the next highest whole number, to determine the functional recommended cut. The scaled score associated with 67 raw points is 163.

[3] An SEJ assumes that panel members are randomly selected and that standard-setting judgments are independent. It is seldom the case that panel members are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of cut scores (Tannenbaum & Katz, forthcoming).

Table 2

Cut Score Summary by Round of Judgments

	Round 1			Round 2		
Panelist	**Part A**	**Part B (weighted)**	**Total**	**Part A**	**Part B (weighted)**	**Total**
1	51.10	16.65	67.75	51.90	16.65	68.55
2	53.70	14.43	68.13	54.70	14.43	69.13
3	47.80	15.54	63.34	48.80	15.54	64.34
4	43.80	14.43	58.23	45.00	14.43	59.43
5	51.70	14.43	66.13	51.70	14.43	66.13
6	51.70	14.43	66.13	51.20	14.43	65.63
7	56.10	13.32	69.42	55.50	14.43	69.93
8	54.55	11.10	65.65	54.95	13.32	68.27
9	51.20	15.54	66.74	51.05	13.32	64.37
10	45.00	12.21	57.21	46.40	14.43	60.83
11	46.30	14.43	60.73	49.85	15.54	65.39
12	44.50	13.32	57.82	44.50	13.32	57.82
13	53.60	15.54	69.14	55.50	15.54	71.04
14	66.55	16.65	83.20	66.00	16.65	82.65
Average	51.26	14.43	65.69	51.93	14.75	66.68
SD	5.93	1.57	6.59	5.47	1.10	6.05
SEJ	1.58	0.42	1.76	1.46	0.30	1.62
Highest	66.55	16.65	83.20	66.00	16.65	82.65
Lowest	43.80	11.10	57.21	44.50	13.32	57.82

Table 3 presents the estimated standard errors 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 scores are provided. The standard errors provided are an estimate, given that the RVE: Elementary and Special Education Teachers (0306) assessment has not yet been administered operationally.

Table 3

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score

Recommended Cut Score (SEM)		Scale Score Equivalent
67 (4.55)		163
- 2 SEMs	58	151
-1 SEM	63	157
+1 SEM	72	169
+ 2 SEMs	77	176

Note. Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Summary of Content Specification Judgments.

Panelists judged the extent to which the knowledge and/or skills reflected by the RVE: Elementary and Special Education Teachers (0306) assessment content specifications were important for entry-level elementary or special education teachers with regards to teaching reading. Panelists rated the 13 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. All of the knowledge statements were judged to be *Very Important* or *Important* by at least 93% of the panelists. The panelists' ratings are summarized in Table 4 (in Appendix).

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. Table 5 (in Appendix) present the results of the final evaluations.

All panelists *strongly agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *agreed* or *strongly agreed* that they were prepared to make their standard-setting judgments. All panelists *agreed* or *strongly agreed* that the standard-setting process was easy to follow with 13 of the 14 panelists indicating they *strongly agreed*.

All panelists reported that the definition of the JQC was at least *somewhat influential* in guiding their standard-setting judgments; 11 of the panelists indicated the definition was *very influential*. All the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments.

All but one of the panelists indicated they were *very* or *somewhat comfortable* with their recommendation. The remaining panelist indicated being *somewhat uncomfortable* with their recommendation. Thirteen of the 14 panelist indicated that the recommend cut score was *about right*. The remaining panelist indicated the cut score was *too low*.

Summary

To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing passing score, or cut score, for RVE: Elementary and Special Education Teachers (0306) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level elementary or special education teachers with regards to teaching reading.

The recommended cut score is provided to help the VDOE determine an appropriate cut (or passing) score. For the RVE: Elementary and Special Education Teachers (0306) assessment, the average recommended cut score is 67 out of 100 (on the raw score metric). The scaled score associated with a raw score of 67 is 163.

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level elementary or special education teachers with regards to teaching reading. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

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Appendix

AGENDA
Reading for Virginia Educators:
Elementary and Special Education Teacher (0306)
Standard-setting study

February 28, 2011

8:00 – 8:30	Welcome and Introduction • Overview of Workshop Events
8:30 – 8:45	Overview of Standard Setting & Workshop Events • Welcome by the Virginia Department of Education
8:45 – 9:10	Overview of the RVE: Elementary & Special Education Teacher Assessment
9:10 – 9:15	Break
9:15 – 11:30	"Take" the RVE: Elementary & Special Education Teacher Assessment
11:30 – 12:00	Discuss the RVE: Elementary & Special Education Teacher Assessment
12:00 – 12:45	Lunch
12:45 – 3:00	Define the Knowledge/Skills of a JQC
3:00 – 3:05	Break
3:05 – 3:30	Standard Setting Training for M-C Items
3:30 – 5:15	Round 1 Standard Setting Judgments for Multiple-Choice • Questions 1-60
5:15 – 5:30	Collect Materials; End of Day 1

AGENDA
Reading for Virginia Educators:
Elementary and Special Education Teacher (0306)
Standard-setting study

March 1, 2011

8:30 – 8:45	Overview of Day 2
8:45 – 9:30	Round 1 Standard Setting Judgments for Multiple-Choice • Questions 61-100
9:30 – 10:00	Standard Setting Training for CR Items
10:00 – 10:30	Round 1 Standard Setting Judgments for Constructed-Response
10:30 – 10:45	Break
10:45 – 12:00	Round 1 Feedback & Round 2 Judgments for Multiple-Choice
12:00 – 1:00	Lunch
1:00 – 2:25	Round 1 Feedback & Round 2 Judgments for Multiple-Choice (continued)
2:25 – 2:30	Break
2:30 – 3:00	Round 1 Feedback & Round 2 Judgments for Constructed-Response
3:00 – 3:30	Specification Judgments
3:30 – 3:45	Feedback on Round 2 Recommended Cut Score
3:45 – 4:00	Complete Final Evaluation
4:00 – 4:15	Collect Materials; End of Study

Description of a Just Qualified Candidate
RVE: Elementary and Special Education Teachers (0306)
(Developed for the Virginia Department of Education)

A JQC …

1. understands that assessments are used to evaluate literacy proficiency.
2. understands how to interpret assessment data to plan differentiated reading instruction.
3. understands the developmental process of oral language acquisition and applies appropriate instructional strategies to meet diverse student needs.
4. understands the development of phonological awareness and applies appropriate instructional strategies to meet diverse student needs.
5. identifies and promotes the development of early literacy skills and strategies.
6. understands and applies explicit, systematic phonics instruction.
7. understands the development of word analysis skills and vocabulary and demonstrates knowledge of appropriate instructional strategies to meet the needs of diverse learners.
8. understands the development of reading fluency and comprehension and demonstrates knowledge of appropriate instructional strategies to meet the needs of diverse learners.
9. understands and applies appropriate instructional strategies to promote comprehension and develops enjoyment and appreciation of fiction, non-fiction, and poetry.
10. understands the developmental writing process and its relationship to reading and demonstrates knowledge of instructional strategies.
11. understands how to promote students' knowledge of correct spelling, usage, and other writing mechanics through appropriate instructional strategies.
12. understands and applies reading and writing techniques and tools for inquiry and research

Figure 1

Panelists Names and Affiliations (RVE: Elementary and Special Education Teachers Standard Settinng Panel)

Panelist	Affiliation
Kim Albert	Clays Mill Elementary School (Halifax County)
Mary Alice Barksdale	Virginia Tech
Ann Chatos	King William County Public Schools
Victoria R. Clements	Stanleytown Elementary School (Henry County)
Kristen H. Corboy	Giles County Public Schools
Beth Cruse	Harrisonburg City Public Schools
Kent Faulcon	Chesterfield County Public Schools
Phyllis D. Hairston	Martinsville City Public Schools
Denise Johnson	The College of William and Mary
David W. Parrish	Pace East High School (Prince William County)
Jillian Smith	Charlottesville City Public Schools
Evie Tindall	Regent University
Steven Warren	Manchester Middle School (Chesterfield County)
Latosha Wright	Frederick County Public Schools

Table 4

Specification Judgments (RVE: Elementary and Special Education Teachers Standard Setting Panel)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Assessment and Diagnostic Teaching								
• Understand the characteristics and uses of assessment and screening measures for evaluating students' language proficiency and reading skills	10	71%	3	21%	1	7%	0	0%
• Understand the use of assessment data to plan reading instruction	12	86%	2	14%	0	0%	0	0%
II. Oral Language and Oral Communication								
• Understands the development of oral language and oral communication skills	10	71%	4	29%	0	0%	0	0%
• Understand the development of phonological awareness, including phonemic awareness	11	79%	3	21%	0	0%	0	0%
III. Reading Development								
• Understands how to promote students' understanding of concepts of print and basic phonetic principles	11	79%	3	21%	0	0%	0	0%
• Understand explicit, systematic phonics instruction	7	50%	7	50%	0	0%	0	0%
• Understand word-analysis skills and vocabulary development	9	64%	5	36%	0	0%	0	0%
• Understands the development of reading fluency and reading comprehension	10	71%	4	29%	0	0%	0	0%

Table 4 (continued)

Specification Judgments (RVE: Elementary and Special Education Teachers Standard Setting Panel)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
• Understand reading comprehension strategies for fiction and poetry	9	64%	5	36%	0	0%	0	0%
• Understand reading comprehension strategies for nonfiction	10	71%	4	29%	0	0%	0	0%
IV. Writing and Research								
• Understand writing skills and processes	13	93%	1	7%	0	0%	0	0%
• Understand how to promote students' knowledge of correct spelling, usage, and other writing mechanics	10	71%	4	29%	0	0%	0	0%
• Understand writing and reading as tools for inquiry and research	5	36%	8	57%	1	7%	0	0%

Table 5

Final Evaluation (RVE: Elementary and Special Education Teachers Standard Setting Panel)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
• I understood the purpose of this study.	14	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	14	100%	0	0%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	13	93%	1	7%	0	0%	0	0%
• The explanation of how the recommended cut score is computed was clear.	11	79%	3	21%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	13	93%	1	7%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	13	93%	1	7%	0	0%	0	0%

Table 5 (continued)

Final Evaluation (RVE: Reading Specialist Standard Setting Panel)

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
• The definition of the JQC	11	79%	3	21%	0	0%
• The between-round discussions	8	57%	6	43%	0	0%
• The knowledge/skills required to answer each test question	12	86%	2	14%	0	0%
• The cut scores of other panel members	1	7%	11	79%	2	14%
• My own professional experience	12	86%	2	14%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
• Overall, how comfortable are you with the panel's recommended cut scores?	10	71%	3	21%	1	7%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
• Overall, the recommended cut score is:	1	7%	13	93%	0	0%

Board of Education Agenda Item

Item: N. **Date:** April 28, 2011

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve a Cut Score for the Reading for Virginia Educators: Reading Specialist Assessment

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

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

Origin:

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

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

____ Action requested at this meeting _X_ Action requested at future meeting: May 19, 2011 (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

In response to House Joint Resolution Number 794 (HJR 794) of the 2001 session of the Virginia General Assembly, the Advisory Board on Teacher Education and Licensure (ABTEL), in cooperation with the State Council of Higher Education for Virginia, conducted a series of initiatives to determine the proficiency of Virginia teachers in teaching systematic explicit phonics. A resolution to enhance reading instruction was adopted on March 17, 2003, by ABTEL. The resolution was presented to the Board of Education for first review on March 26, 2003, and approved by the Board on April 29, 2003. This resolution called for the following:

1. the development of a statewide reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction: phonics, phonemic awareness, vocabulary, comprehension, and fluency; and

2. the requirement of a reading instructional assessment for teachers of special education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments), elementary prek-3, and elementary prek-6 no later than July 1, 2004. In addition, individuals seeking a reading specialist endorsement would be required to complete a reading instructional assessment no later than July 1, 2004.

In response to this resolution, the Virginia Department of Education contracted with National Evaluation Systems to develop the Virginia Reading Assessment (VRA) and Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists). Between July 1, 2004, and June 30, 2006, the VRA was required of all candidates applying for an initial license with endorsements in Early/Primary PreK-3, Elementary Education PreK-6, Special Education (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and individuals seeking an endorsement as a Reading Specialist. Also, as a result of the Board's action on July 27, 2005, institutions of higher education with preparation programs in teaching endorsement areas requiring the VRA were given another year to continue aligning their programs with required reading competencies.

At the July 27, 2005, meeting, the Board of Education approved cut scores for the Virginia Reading Assessments (VRA) for elementary and special education teachers (Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, and Visual Impairments) and reading specialists. The Board approved a score of 235 for elementary and special education teachers and a score of 245 for reading specialists, effective July 1, 2006.

Based on Virginia's procurement regulations, from time to time contracts for certain tests must be opened for competitive solicitation and new contracts awarded. As a result of the solicitation, the Virginia Department of Education contracted with the Educational Testing Service (ETS) on July 20, 2010, to develop the following two new reading assessments that will become effective July 1, 2011.

Reading for Virginia Educators (RVE): Elementary and Special Education Teachers
This assessment will be required for Virginia teachers seeking an initial license with an endorsement in Elementary Education PK-3, Elementary Education PK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments and will replace the Virginia Reading Assessment (VRA) for Elementary and Special Education Teachers.

Reading for Virginia Educators: Reading Specialist (RVE: Reading Specialist)
This assessment will be required for individuals seeking the reading specialist endorsement and will replace the Virginia Reading Assessment (VRA) for Reading Specialists.

The Educational Testing Service worked with the Virginia Department of Education to assemble test development committees composed of Virginia teachers and higher education faculty involved in the preparation of reading teachers. These committees met in September 2010 to review the proposed test specifications and approve specific test items for the new assessments. ETS also conducted field tests of the two new assessments across Virginia in January and February 2011.

Summary of Major Elements

To support the decision-making process for the Virginia Department of Education with regards to establishing a passing score, or cut score, for the RVE: Reading Specialist (0304) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level reading specialists.

The study involved an expert panel comprised of teachers, administrators and college faculty. The Department of Education recommended panelists with (a) reading specialist experience, either as reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists. A roster of participants is included in the Appendix of the attached report. The panel was convened on February 28 and March 1, 2011, in Richmond, Virginia.

The *RVE: Reading Specialist Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level reading specialists have the content knowledge and skills believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The three and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 18 questions), *Oral Language and Oral Communication* (approximately 12 questions), *Reading Development* (approximately 40 questions), *Writing and Research* (approximately 12 questions) and *Specialized Knowledge and Leadership Skills* (approximately 18 questions)1. Part B contains a constructed-response question and a case study covering the same five content areas as Part A. While the sections are not separately timed, suggested time limits of 120 minutes for Part A, 30 minutes for the constructed-response question, and 60 minutes for the case study are provided.

Candidate scores on the two parts are combined and reported as an overall score; six category scores – one for each content area covered in Part A and one for the combined constructed-response question and case study in Part B – also are reported. The constructed-response question and case study in Part B are weighted to contribute 25% of the total raw-score points2. The maximum total number of raw points that may be earned on the assessment is 107, 80 points from Part A and 27 points from Part B. The reporting scales for the RVE: Reading Specialist (0304) assessment ranges from 100 to 200 scaled-score points.

The panel's cut score recommendation for the RVE: Reading Specialist (0304) assessment is 70.13. The value was rounded to 71, the next highest whole number, to determine the functional recommended cut. The value of 71 represents approximately 66% of the total available 107 raw-score points that could be earned on the assessment. The scaled score associated with 71 raw points is 162 (on a 100 to 200 scale).

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia Standard Setting Study, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test-taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test-taker's actual score and his highest or lowest hypothetical score is known

as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting Study is 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 Measure Summary – Reading for Virginia Educators: Reading Specialist

Cut Scores Within 1 and 2 SEMs of the Recommended Cut Score

	Recommended Cut Score (SEM)	Scale Score Equivalent	Field Test Pass Rates
	71 (4.69)	162 (**Panel Recommendation**) (**ABTEL Recommendation**)	70%
-2 SEMs	62	151	79%
-1 SEM	67	158	75%
+1 SEM	76	169	55%
+2 SEMs	81	175	38%

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

In addition to the results of the Standard Setting Study, The Advisory Board on Teacher Education and Licensure (ABTEL) also reviewed the results from the field test conducted by ETS. A total of 164 candidates participated in the field test for the RVE: Reading Specialist assessment conducted in January-February 2011. The percentage of field test candidates passing at the scale score equivalent is also shown above.

On March 21, 2011, ABTEL recommended that the Board of Education set a cut score of 162 for the Reading for Virginia Educators: Reading Specialist assessment.

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 approve the cut score of 162 for the Reading for Virginia Educators: Reading Specialist assessment.

Impact on Resources:

Costs associated with the administration of the Reading for Virginia Educators: Reading Specialist assessment will be incurred by the Educational Testing Service. Prospective elementary and special education teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the May 19, 2011, meeting.

Listening. Learning. Leading.

Standard Setting Technical Report

READING FOR VIRGINIA EDUCATORS: READING SPECIALIST (0304)

Prepared for the Virginia Department of Education

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

March 2011

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Executive Summary

To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing a passing score, or cut score, for the Reading for Virginia Educators (RVE): Reading Specialist (0304) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study on February 28 and March 1, 2011. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level reading specialists.

Recommended Cut Score

The recommended cut score is provided to help the VDOE determine an appropriate cut (or passing) score. For the RVE: Reading Specialist (0304) assessment, the average recommended cut score is 71 (on the raw score metric), which represents 66% of total available 107 raw score points. The scaled score associated with a raw score of 71 is 162 (on a 100 to 200 scale).

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level reading specialists. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing a passing score, or cut score, for the RVE: Reading Specialist (0304) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level reading specialists.

The study involved an expert panel, comprised of teachers, administrators and college faculty. The VDOE recommended panelists with (a) reading specialist experience, either as reading specialists or college faculty who prepare reading specialists and (b) familiarity with the knowledge and skills required of beginning reading specialists.

The panel was convened on February 28 and March 1, 2011, in Richmond, Virginia. The following technical report is divided into three sections. The first section describes the content and format of the assessment. The second section describes the standard-setting processes and methods used. The third section presents the results of the standard-setting study.

The passing score recommendation for the RVE: Reading Specialist (0304) assessment is provided to the VDOE. The VDOE is responsible for establishing the final passing score in accordance with applicable state regulations. The study provides a recommended passing score, which represents the combined judgments of one group of experienced educators. The full range of the VDOE's needs and expectations could not be represented during the standard-setting study. The VDOE, therefore, may want to consider both the panel's recommended cut score and other sources of information when setting the final RVE: Reading Specialist (0304) cut score (see Geisinger & McCormick, 2010). The VDOE may accept the recommended cut score, adjust it upward to reflect more stringent expectations, or adjust it downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the VDOE's needs.

Two sources of information to consider when setting the cut score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of RVE: Reading Specialist (0304) scores and the latter the reliability of panelists' cut score recommendations. The SEM allows the VDOE to recognize that a RVE: Reading Specialist (0304) score—any test score on any test—is less than perfectly reliable. A test score only approximates what a candidate *truly* knows or *truly* can do on the test. The SEM, therefore, addresses the question: How close

of an approximation is the test score to the *true* score? The SEJ allows the VDOE to consider the likelihood that the recommended cut score from the current panel would be similar to cut scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a cut score consistent with the recommended cut score. The larger the SEJ, the less likely the recommended cut score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), the VDOE should consider the likelihood of classification error. That is, when adjusting a cut score, policymakers should consider whether it is more important to minimize a false positive decision or to minimize a false negative decision. A false positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual knowledge/skill level is lower (i.e., the candidate does not possess the required knowledge/skills). A false negative occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The VDOE needs to consider which decision error to minimize; it is not possible to eliminate both types of decision errors simultaneously.

Overview of the RVE: Reading Specialist Assessment

The *RVE: Reading Specialist Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level reading specialists have the content knowledge and skills believed necessary for competent professional practice. The specifications for the assessment were provided by the Virginia Department of Education and consistent with the current knowledge and skill content specified for licensure.

The three and one-half hour assessment is divided into two parts. Part A contains 100 multiple-choice questions covering *Assessment and Diagnostic Teaching* (approximately 18 questions), *Oral Language and Oral Communication* (approximately 12 questions), *Reading Development* (approximately 40 questions), *Writing and Research* (approximately 12 questions) and *Specialized Knowledge and Leadership Skills* (approximately 18 questions)[1]. Part B contains a constructed-response question and a case study covering the same five content areas as Part A. While the sections are not

[1] The number of questions for each content area may vary slightly from form to form of the assessment.

separately timed, suggested time limits of 120 minutes for Part A, 30 minutes for the constructed-response question, and 60 minutes for the case study are provided.

Candidate scores on the two parts are combined and reported as an overall score; six category scores – one for each content area covered in Part A and one for the combined constructed-response question and case study in Part B – also are reported. The constructed-response question and case study in Part B are weighted to contribute 25% of the total raw-score points[2]. The maximum total number of raw points that may be earned on the assessment is 107, 80 points from Part A and 27 points from Part B. The reporting scales for the RVE: Reading Specialist (0304) assessment ranges from 100 to 200 scaled-score points.

Processes and Methods

The following section describes the processes and methods used to train panelists, gather panelists' judgments and to calculate the recommended passing score, or cut score. (The agenda for the panel meeting is presented in the Appendix.)

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 assessment (included in the *Test at a Glance* document, 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 James Lanham, from the VDOE. The ETS facilitator, Clyde Reese, then explained how the assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Assessment

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response question and case study. (Panelists were instructed not to refer to the answer key for the multiple-choice questions while taking the test.) The purpose of "taking the test" was for the panelists to become familiar with the test format, content,

[2] The constructed-response question is weighted by a factor of 1.8 (maximum score of 10.8) and the case study is weighted by a factor 2.7 (maximum score of 16.2).

and difficulty. After "taking the test," the panelists checked their responses against the answer key for the multiple-choice questions and the scoring rubric for the constructed-response question and case study.

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 reading specialists, and areas that addressed content that would be particularly important for entering reading specialists.

Defining the Just Qualified Candidate

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 reading specialist. 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.

The panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to *RVE: Reading Specialist 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 (see the consensus JQC definition in the Appendix).

Panelists' Judgments

The standard-setting process for the RVE: Reading Specialist (0304) assessment was conducted for the overall test, though one standard-setting approach was implemented for Part A (multiple-choice questions) and another approach was implemented for Part B (constructed-response question and case study). The panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. As with scoring and reporting, the panelists' judgments for Part B, the constructed-response question and case study, were weighted such that Part B contributed 25% of the overall score.

Standard Setting for Part A (multiple-choice questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Part A (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC

would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- moderately difficult/easy questions for a JQC were in the .40 to .60 range; and
- easy questions for a JQC were in the .70 to 1 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 five questions on the assessment.

The panelists engaged in two rounds of judgments. Following Round 1, question-level feedback was provided to the panel. 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 (at least two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Standard Setting for Part B (constructed-response question and case study). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Part B (constructed-response question and case study). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed

was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a score of 3, 2, 1, or 0. During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[3]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For the constructed-response question and case study, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the constructed-response question in Part B.

Consistent with the standard-setting process used for Part A, the panelists engaged in two rounds of judgments for Part B. Following Round 1, question-level feedback was provided to the panel. The panelists' judgments were displayed for each question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Judgment of Content Specifications

In addition to the two-round standard-setting process, the 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 reading specialist. 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 knowledge/skills statements.

[3] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

Results

Expert Panel

The panel included 16 educators. In brief, 11 panelists were reading specialists[4], one was an administrator, three were college faculty, and one was a instructional coach. All three of the panelists who were college faculty were currently involved in the training or preparation of reading specialists. Twelve panelists were White, three were African American, and one indicated "other." Fourteen panelists were female. Fourteen panelists reported being certified reading specialists in Virginia. The majority of panelists (11 of the 16 panelists or 69%) had 11 or fewer years of experience as a reading specialist, and the remainin panelsists (5 of the 16 panelists or 31%) had 16 or more years of experience.

A fuller demographic description for the members of the panel is presented in Table 1. (See Figure 1 in the Appendix for a listing of panelists.)

Table 1

Panel Member Demographics

	N	Percent
Current Position		
Reading Specialist	11	69%
Administrator/Department Head	1	6%
College Faculty	3	19%
Instructional Coach	1	6%
Race		
White	12	75%
Black or African American	3	19%
Other	1	6%
Gender		
Female	14	88%
Male	2	12%
Are you currently certified as a reading specialist in Virginia?		
Yes	14	88%
No	2	12%

[4] All but one of the 11 panelists who reported their current position as "reading specialist" also reported currently working at the elementary school level. While the reading specialist endorcement in Virginia is K-12, the VDOE indicated that the overwhelming majority of reading specialists work in elementary school settings; therefore, the composition of the panel is representative.

Table 1 (continued)

Panel Member Demographics

	N	Percent
Are you currently a reading specialist in Virginia?		
Yes	13	81%
No	3	19%
Are you currently supervising or mentoring other reading specialists?		
Yes	9	56%
No	7	44%
How many years of experience do you have as a reading specialist?		
3 years or less	1	6%
4 - 7 years	6	38%
8 - 11 years	4	25%
12 - 15 years	0	0%
16 years or more	5	31%
At what K-12 grade level are you currently working as a reading specialist?		
Elementary (K-5 or K-6)	11	69%
Middle School (6-8 or 7-9)	0	0%
Elementary and Middle School (9 - 12 or 10 - 12)	1	6%
Not currently teaching at the K-12 level	4	25%
Which best describes the location of your K-12 school?		
Urban	4	25%
Suburban	5	31%
Rural	4	25%
Not currently teaching at the K-12 level	3	19%
If you are college faculty, are you currently involved in the training/preparation of reading specialists?		
Yes	3	19%
No	0	0%
Not college faculty	13	81%

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. All panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments

A summary of each round of standard-setting judgments for Part A (multiple-choice questions), Part B (constructed-response questions), and the overall assessment is presented in Table 2. The numbers in the table reflect the recommended cut scores — the number of raw points needed to "pass" the part or assessment — of each panelist for the two rounds. For Part B, weighted cut scores are presented; for the overall assessment, the weighted cut scores (i.e., sum of Part A and the weighted Part B cut scores) are presented. Note that the RVE: Reading Specialist (0304) assessment reports a single, overall score and that the panel is recommending a single cut score for the combination of Parts A and B. The separate "cut scores" for the two parts are intermediate steps in calculating the overall cut score. 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[5]. 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.

The panel's cut score recommendation for the RVE: Reading Specialist (0304) assessment is 70.13 (see Table 2). The value was rounded to 71, the next highest whole number, to determine the functional recommended cut. The value of 71 represents approximately 66% of the total available 107 raw-score points that could be earned on the assessment. The scaled score associated with 71 raw points is 162 (on a 100 to 200 scale).

[5] An SEJ assumes that panel members are randomly selected and that standard-setting judgments are independent. It is seldom the case that panel members are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of cut scores (Tannenbaum & Katz, forthcoming).

Table 2

Cut Score Summary by Round of Judgments

	Round 1			Round 2		
Panelist	**Part A**	**Part B (weighted)**	**Total**	**Part A**	**Part B (weighted)**	**Total**
1	43.50	13.50	57.00	45.35	16.20	61.55
2	55.25	18.00	73.25	55.15	18.00	73.15
3	29.50	13.50	43.00	32.75	16.20	48.95
4	54.00	18.90	72.90	55.20	16.20	71.40
5	62.35	19.80	82.15	61.10	19.80	80.90
6	48.65	15.30	63.95	49.65	15.30	64.95
7	56.65	13.50	70.15	57.15	13.50	70.65
8	50.75	18.00	68.75	50.55	18.00	68.55
9	53.30	18.00	71.30	54.00	18.00	72.00
10	57.75	15.30	73.05	57.85	15.30	73.15
11	54.95	15.30	70.25	55.50	18.00	73.50
12	45.10	15.30	60.40	46.65	15.30	61.95
13	58.70	18.00	76.70	59.05	18.00	77.05
14	55.35	17.10	72.45	54.95	17.10	72.05
15	61.65	15.30	76.95	60.95	18.00	78.95
16	54.20	15.30	69.50	55.40	18.00	73.40
Average	52.60	16.26	68.86	53.20	16.93	70.13
SD	8.06	2.01	9.25	7.11	1.58	7.79
SEJ	2.01	0.50	2.31	1.78	0.40	1.95
Highest	62.35	19.80	82.15	61.10	19.80	80.90
Lowest	29.50	13.50	43.00	32.75	13.50	48.95

Table 3 presents the estimated standard errors 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 scores are provided. The standard errors provided are an estimate, given that the RVE: Reading Specialist (0304) assessment has not yet been administered operationally.

Table 3

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score

Recommended Cut Score (SEM)		Scale Score Equivalent
71 (4.69)		162
- 2 SEMs	62	151
-1 SEM	67	158
+1 SEM	76	169
+ 2 SEMs	81	175

Note. Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Summary of Content Specification Judgments.

Panelists judged the extent to which the knowledge and/or skills reflected by the RVE: Reading Specialist (0304) assessment content specifications were important for entry-level reading specialists. Panelists rated the 18 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. All of the knowledge statements were judged to be *Very Important* or *Important* by at least 80% of the panelists. The panelists' ratings are summarized in Table 4 (in Appendix).

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. Table 5 (in Appendix) present the results of the final evaluations.

All panelists *agreed* or *strongly agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear with all but one of the panelists indicating they *strongly agreed*. All panelists *agreed* or *strongly agreed* that they were prepared to make their standard-setting judgments. All the panelists *agreed* or *strongly agreed* that the standard-setting process was easy to follow.

The majority of panelists (14 of 16 or 88%) reported that the definition of the JQC was *very influential* in guiding their standard-setting judgments; all reported that it was at least *somewhat influential*.. All the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments.

All of the panelists indicated they were *very* or *somewhat comfortable* with their recommendation. Approximately 80% of the panelists indicated that the recommend cut score was *about right* (13 of the 16 panelists). The remaining panelists indicated the cut score was *too low*.

Summary

To support the decision-making process for the Virginia Department of Education (VDOE) with regards to establishing passing score, or cut score, for RVE: Reading Specialist (0304) assessment, research staff from Educational Testing Service (ETS) designed and conducted a standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level reading specialists.

The recommended cut score is provided to help the VDOE determine an appropriate cut (or passing) score. For RVE: Reading Specialist (0304), the average recommended cut score is 71 (on the raw score metric), which represents 66% of total available 107 raw score points. The scaled score associated with a raw score of 71 is 162.

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level reading specialist. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

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Appendix

AGENDA
Reading for Virginia Educators: Reading Specialist (0304)
Standard-setting study

February 28, 2011

8:00 – 8:30	Welcome and Introduction • Welcome by the Virginia Department of Education • Overview of Workshop Events
8:30 – 8:45	Overview of Standard Setting & Workshop Events
8:45 – 9:10	Overview of the RVE: Reading Specialist Assessment
9:10 – 9:15	Break
9:15 – 11:30	"Take" the RVE Reading Specialist Assessment
11:30 – 12:00	Discuss the RVE Reading Specialist Assessment
12:00 – 12:45	Lunch
12:45 – 3:00	Define the Knowledge/Skills of a JQC
3:00 – 3:05	Break
3:05 – 3:30	Standard Setting Training for M-C Items
3:30 – 5:15	Round 1 Standard Setting Judgments for Multiple-Choice • Questions 1-60
5:15 – 5:30	Collect Materials; End of Day 1

AGENDA
Reading for Virginia Educators: Reading Specialist (0304)
Standard-setting study

March 1, 2011

9:00 – 9:15	Overview of Day 2
9:15 – 10:00	Round 1 Standard Setting Judgments for Multiple-Choice • Questions 61-100
10:00 – 10:30	Standard Setting Training for CR Items
10:30 – 11:00	Round 1 Standard Setting Judgments for Constructed-Response • Tasks A and B
11:00 – 11:15	Break
11:15 – 12:00	Round 1 Feedback & Round 2 Judgments for Multiple-Choice
12:00 – 1:00	Lunch
1:00 – 2:55	Round 1 Feedback & Round 2 Judgments for Multiple-Choice (continued)
2:55 – 3:00	Break
3:00 – 3:30	Round 1 Feedback & Round 2 Judgments for Constructed-Response
3:30 – 4:00	Specification Judgments
4:00 – 4:15	Feedback on Round 2 Recommended Cut Score
4:15 – 4:30	Complete Final Evaluation
4:30 – 4:45	Collect Materials; End of Day 2

Description of a Just Qualified Candidate
RVE: Reading Specialist (0304)
(Developed for the Virginia Department of Education)

A JQC …

1. knows the characteristics of types of tests (e.g., diagnostic, formative, summative, screening) and understands "common" reading assessments (e.g., sight words, fluency, comprehension, running record)
2. knows how to interpret data to determine strengths and weaknesses in order to plan appropriate instruction for groups and individuals
3. understands the development of oral language and communication skills as it relates to reading and knows a variety of instructional strategies to support oral language and communication skills development for all students
4. understands the concepts of phonological awareness and its relationship to beginning reading, and knows instructional strategies to promote phonemic awareness
5. understands concepts of print and basic phonetic principles as they relate to reading development and knows a variety of instructional strategies to promote student application of concepts of print and phonetic principles
6. understands explicit, systematic phonics instruction and its direct correlation to reading development, and knows a variety of strategies to promote reading development at all ages
7. understands word analysis skills (e.g., word referents, meaning clues) and knows a variety of instructional strategies to enhance vocabulary knowledge to promote reading comprehension
8. understands the role of automatic word recognition (automaticity) and fluency and knows a variety of instructional strategies to promote fluency and comprehension
9. understands reading comprehension strategies for fiction and poetry including text structures and features, and knows a variety of instructional strategies for before, during, and after reading
10. understands reading comprehension strategies for informational text including text structures and features, and knows a variety of instructional strategies for before, during, and after reading
11. knows how to select a wide variety of fiction and nonfiction literature at identified reading instructional levels for all students
12. understands writing skills and processes and knows instructional strategies for promoting students' writing development
13. understands the steps in the development of writing as a process
14. knows how to promote students' knowledge of correct spelling, usage, and other writing mechanics and knows instructional strategies to promote student understanding of spelling, usage, and writing mechanics
15. understands writing and reading as tools for inquiry and research (e.g., reference materials, media) and knows instructional strategies to promote student understanding of writing and research
16. knows specialized knowledge and skills required to perform the role of a reading specialist (i.e., student assessment, remediation, resource to teachers)
17. knows the leadership role of the reading specialist in organizing and supervising reading programs and promoting staff development
18. knows strategies for communicating and collaborating with all members of the educational community to address the reading program

Figure 1

Panelists Names and Affiliations (RVE: Reading Specialist Standard Settinng Panel)

Panelist	Affiliation
Terri Bredamus	Henry County Schools
Frieda E. Cason	Mack Benn, Jr. Elementary School (Suffolk)
Karen Fabrie	Roanoke County Public Schools
Stacey M. Goode	Norfolk Public Schools
Kindel Holloman	Norfolk Public Schools
William I. Jones	Washington County Public Schools
Gayle R. Kelley	Arlington Public Schools
Kathie Carwile Morgan	Liberty University
Dawn M. Plum	Henrico County Public Schools
Kenneth Schmidt	Magruder Elementary School (York County)
Vickie K. Sessoms	Sealston Elementary School (King George County)
Christi Stapleton	Scott County Public Schools
Susan Thompson	Lynchburg College
Katherine Wiesendanger	Longwood University
Carol Williams	Venable Elementary School (Charlottesville)
Joyce Winfield-Reeves	Clays Mills Elementary School (Halifax County)

Table 4

Specification Judgments (RVE: Reading Specialist Standard Setting Panel)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Assessment and Diagnostic Teaching								
• Understand the characteristics and uses of assessment and screening measures for evaluating students' language proficieny and reading skills	12	75%	4	25%	0	0%	0	0%
• Understand the use of assessment data to plan reading instruction	15	94%	1	6%	0	0%	0	0%
II. Oral Language and Oral Communication								
• Understands the development of oral language and oral communication skills	5	31%	8	50%	3	19%	0	0%
• Understand the development of phonological awareness, including phonemic awareness	13	81%	3	19%	0	0%	0	0%
III. Reading Development								
• Understands how to promote students' understanding of concepts of print and basic phonetic principles	12	75%	4	25%	0	0%	0	0%
• Understand explicit, systematic phonics instruction	9	56%	6	38%	1	6%	0	0%
• Understand word-analysis skills and vocabulary development	10	63%	6	38%	0	0%	0	0%
• Understands the development of reading fluency and reading comprehension	12	75%	4	25%	0	0%	0	0%
• Understand reading comprehension strategies for fiction and poetry	10	63%	6	38%	0	0%	0	0%
• Understand reading comprehension strategies for nonfiction	11	69%	5	31%	0	0%	0	0%

Table 4 (continued)

Specification Judgments (RVE: Reading Specialist Standard Setting Panel)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
IV. Writing and Research								
• Understand writing skills and processes	8	50%	7	44%	1	6%	0	0%
• Understand how to promote students' knowledge of correct spelling, usage, and other writing mechanics	8	50%	6	38%	2	13%	0	0%
• Understand writing and reading as tools for inquiry and research	4	25%	11	69%	1	6%	0	0%
V. Specialized Knowledge and Leadership Skills								
• Understand specialized knowledge and skills required to perform the role of a reading specialist	10	63%	6	38%	0	0%	0	0%
• Understand leadership roles of the reading specialist in organizing and supervising reading programs and promoting staff development	8	50%	7	44%	1	6%	0	0%
• Understand strategies for communicating and collaborating with all members of the educational community to address the goals of the reading program	6	38%	8	50%	2	13%	0	0%

Table 4 (continued)

Specification Judgments (RVE: Reading Specialist Standard Setting Panel)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
VI. Analysis of Specialized Knowledge and Leadership Skills								
• The candidate will apply knowledge of the elements of reading, reading instruction, and leadership skills to prepare an organized written response to a constructed-response question.	5	31%	10	63%	1	6%	0	0%
VII. Integrated Knowledge and Understanding								
• The candidate will apply knowledge of reading assessment and instruction to prepare an organized written response to a case study of an elementary school student.	10	63%	6	38%	0	0%	0	0%

Table 5

Final Evaluation (RVE: Reading Specialist Standard Setting Panel)

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
• I understood the purpose of this study.	14	88%	2	13%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	14	88%	2	13%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	15	94%	1	6%	0	0%	0	0%
• The explanation of how the recommended cut score is computed was clear.	15	94%	1	6%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	13	81%	3	19%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	10	63%	6	38%	0	0%	0	0%

Table 5 (continued)

Final Evaluation (RVE: Reading Specialist Stnadard Setting Panel)

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
• The definition of the JQC	14	88%	2	13%	0	0%
• The between-round discussions	8	50%	8	50%	0	0%
• The knowledge/skills required to answer each test question	14	88%	2	13%	0	0%
• The cut scores of other panel members	2	13%	10	63%	4	25%
• My own professional experience	13	81%	2	13%	1	6%

	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 score?	10	63%	6	38%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
• Overall, the recommended cut score is:	3	19%	13	81%	0	0%

Board of Education Agenda Item

Item: O. **Date:** April 28, 2011

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

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

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

Origin:

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

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

___ Action requested at this meeting _X_ Action requested at future meeting: May 19, 2011

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

date September 26, 2001

action The Board of Education approved definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

Date November 20, 2008

action The Board of Education approved the recommendation of ABTEL to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia as required by Title II of the Higher Education Opportunity Act.

Background Information:

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

Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on

the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. The following statement is an excerpt from the Title II "Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation," April 19, 2000:

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

On September 26, 2001, the Board of Education approved Virginia's definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of "approval, approval with stipulations, and denial of accreditation" were used in these definitions. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, and amended January 19, 2011, separated the accreditation and program approval processes; therefore, revisions were needed in Virginia's definitions for "low-performing" and "at-risk of becoming low-performing institutions."

On November 20, 2008, the Board of Education approved the following revisions to the definitions to align with the accrediting bodies' designations.

The three options for accreditation are as follows:

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

Each accreditation review results in one of the following decisions:

Option I: National Council for the Accreditation of Teacher Education:
Accreditation Decisions After the first Visit:

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

Continuing Accreditation Decisions:

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

<u>Option II</u>: Teacher Education Accreditation Council:

- Accreditation
- Provisional Accreditation
- Accreditation Denied

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

<u>Option III</u>: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

<u>At-Risk of Becoming a Low-Performing Institution of Higher Education</u>: 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

<u>Low-Performing Institution of Higher Education</u>: 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 accrediting body or not later than two years after receiving the designation of at-risk of receiving the designation of at-risk of becoming a low-performing institution of higher education.

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

NCATE:	Accreditation, Continuing Accreditation, or Accredited with Conditions
TEAC:	Accreditation
BOE:	Accredited

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

Title II HEA, was reauthorized on August 14, 2008. Section 205 of Title II of the Higher Education Opportunity Act (HEOA) mandates that the Department of Education collect data on state assessments, other requirements, and 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 an annual report on the quality of teacher preparation to the Congress.

Summary of Major Elements:

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007 and amended January 19, 2011, define the standards that must be met and the review options available for the accreditation of professional education programs required. Based on recent changes made to accrediting body designations by the National Council for the Accreditation of Teacher Education and the Teacher Education Accreditation Council, there is a need to align the definitions for at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

The three options for accreditation are as follows:

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

Each accreditation review results in one of the following decisions:

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

- Accreditation for five years[1]
- Accreditation for seven years[2]
- Accreditation for two years with a focused visit
- Accreditation for two years with a full visit
- Defer decision [Accreditation decision is deferred for six months.]
- Deny accreditation
- Revoke accreditation

[1]*All standards are met, no serious problems exist across standards, and the state retains a five-year cycle.*

[2]*All standards are met and no serious problems exist across standards.* (Note: Virginia maintains a seven-year cycle.)

Option II: Teacher Education Accreditation Council:

- Accreditation (ten years)
- Accreditation (five years)
- Accreditation (two years)
- Initial accreditation (five years)
- Initial accreditation (two years)
- Deny

<u>Option III</u>: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

The proposed revisions to the definitions of at-risk of becoming a low-performing institution of higher education and low-performing institution of higher education are as follows:

<u>At-Risk of Becoming a Low-Performing Institution of Higher Education</u>: An 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 for two years with a focused visit; or Accreditation for two years with a full visit
TEAC:	Accreditation (two years) Initial Accreditation (two years)
BOE:	Accredited with Stipulations

<u>Low-Performing Institution of Higher Education</u>: A 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 accrediting body or not later than two years after receiving the designation of at-risk of 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 for seven years
TEAC:	Accreditation (ten or five years) [3]
BOE:	Accredited

[3]The Virginia/TEAC Partnership currently allows for seven-year accreditation. The partnership with TEAC expires June 30, 2013.

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007 and amended January 19, 2011, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

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 becoming a low-performing institution of higher education or low-performing institution of higher education.

On March 21, 2011, the Advisory board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia.

Superintendent's Recommendation:

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

Impact on Resources:

There is minimal impact on resources.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval on May 19, 2011. Upon approval by the Board, the Virginia Department of Education will submit the revised definitions to the Title II Office of the United States Department of Education and Virginia institutions of higher education.

Board of Education Agenda Item

Item: P. **Date:** April 28, 2011

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

Presenter: Ms. Lolita B. Hall, Director of Career and Technical Education, Department of Education
Dr. Kathy Thompson, Director, Postsecondary Perkins and Tech Prep; and
Ms. Elke Jack, Director, Institutional Research

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Origin:

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

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

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

Previous Review/Action:

X No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2008-2013 Five Year State Plan for Career and Technical Education (CTE). The federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences. Each school division and the Virginia Community College System receive an annual report of performance. The Virginia Department of Education CTE secondary performance standards were met or exceeded the performance targets. The 2009-2010 school year's data establishes a new baseline for the technical skills attainment standard. The calculation is based on three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the student competency rate. The Virginia Community College System met or exceeded all six of their Perkins performance targets. While four performance measures were below target,

they did meet the target at the 90 percent threshold. Institutions are considered to have met the target if they are within 90 percent of the target.

Summary of Major Elements:

The Virginia system addresses performance on:

- academic achievement;
- technical skills attainment;
- secondary school completion;
- student graduation rate;
- successful transition to careers and/or further education; and
- nontraditional career preparation.

The CTE Annual Performance Report provides results for each of the measures above. All results will be provided to each school division in a comprehensive individual Data Analysis Report.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept the report as presented, maintain as a part of the Board of Education's meeting records, and communicate to audiences as required by the Perkins legislation.

Impact on Resources:

There is minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action:

None

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT
PERKINS IV PERFOMANCE STANDARDS

SCHOOL YEAR
2009-2010

A. ACADEMIC ACHIEVEMENT

Performance Standard: Career and technical education completers who completed a CTE program and also enrolled in an academic course, for which a Standards of Learning end-of-course test is/are required, will attain a passing score on the Standards of Learning end-of-course tests. Reading/Language Arts performance standard is 88 percent and Mathematics performance standard is 79 percent.

Percent of CTE completers who passed the Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
Reading	97.85% (38,521 of 39,368)
Mathematics	98.17% (38,579 of 39,298)

B. TECHNICAL SKILLS ATTAINMENT

Performance Standard:

Indicator: Percentage of completers[1] that attain 80 percent of the essential competencies on the state-provided, industry-validated competency lists

Performance Measure: For school year 2009-2010, Technical Skills Attainment Performance Standard, 93.39% (35,702 of 38,228) of Completers met or exceeded the 80% competency minimum. This exceed the state target of 81%.[2]

For Technical Skills Attainment, Virginia is transitioning from one indicator, Student Competency Rate (A), to five indicators (A through E) below. The 2009-2010 school year establishes a new baseline for calculating the five performance measures. Prior years do not serve as comparison as the performance measure was based solely on the Student Competency Rate.

(2S1) Technical Skills Attainment

Indicators	Performance Measures Percent/Number
A. Student Competency Rate[2]	**93.39%** *(35,702 of 38,228)*
B. Completers Participating in Credentialing Tests[3]	**44.57%** (17,037 of 38,228)
C. Test Takers Passing Credentialing Tests[4]	**71.64%** (12,205 of 17,037)
D. Completers Passing Credentialing Tests	**31.93%** (12,205 of 38,228)
E. Completers Earning Advanced Studies Diploma or Passing a Credentialing Tests[5]	**38.57%** (14,746 of 38,228)

[1] A Career and Technical Education Program Completer is a student who has met the requirements for a Career and Technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.
[2] Completers who have attained 80% of the Student Competency
[3] Virginia's Board-approved external recognized assessments include occupational competency assessments, such as the National Occupational Competency Testing Institute (NOCTI), industry certification examinations, and state licensure examinations.
[4] Indicator includes only test takers. Not all CTE completers participate in externally validated credentialing tests. There are age restrictions set by certain credentialing entities which would prohibit the student from testing until after high school. The cost of external credentialing tests range from $9 to $155 per test or an approximate average cost of $54 per test.
[5] Indicator of College and Career Readiness: 14,746 is derived by combining the number of completers (9,250) who earned an Advanced Studies Diploma but did not take a credential test and the number of completers (5,496) who passed a credentialing test but did not earned an Advanced Studies Diploma.

C. SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs is 79.5 percent.

Secondary School Completion Rate

C[3]	c + d[3]	Completion Rate[3]
39,671	40,159	98.78%

[3] The Completion Rate was calculated using the number of completers (c) reported on the 2009-2010 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2009-2010 Division Dropout Report. The formula is c÷(c+d).

D. STUDENT GRADUATION RATE

Performance Standard: The number of CTE completers who earned an Advanced Studies, or Standard Diploma for school year 2009-2010 is 69 percent.

Graduation Rate

Completers who earned an Advanced Studies, IB or Standard Diploma	Completers	Percent who earned an Advanced Studies, or Standard Diploma
37,273	39,671	93.95%

E. TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 79.5 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2009 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
28,052	28,748	97.58%

F. NONTRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25 percent will be 17 percent.

Nontraditional Career Preparation Enrollment

Nontraditional Enrollment	Enrollment of Nontraditional Courses	Percent of Nontraditional Enrollment
119,730	345,187	34.69%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 13 percent.

Nontraditional Career Preparation Completion

Nontraditional Completers	Completers of Nontraditional Programs	Percent of Nontraditional Completers
10,226	35,500	28.81%

2009-2010 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Technical Skills Attainment*		
C. Secondary School Completion	X	
D. Graduation Rate	X	
E. Transition	X	
F. Nontraditional Enrollment	X	
G. Nontraditional Completion	X	

**Base Year Standard – This year establishes a new baseline for calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Highlights for Career and Technical Education for 2009-2010

- 23,158 students obtained the Career and Technical Education Seal
- 1,718 students obtained the Advanced Mathematics and Technology Seal
- 45.34 percent of CTE completers attained an Advanced Studies Diploma
- 29,057 CTE students have earned industry credentials, state licensures, or National Occupational Competency Testing Institute (NOCTI) assessments
- 7,508 CTE students participated in the Cooperative Education Program (CO-OP)
    - 6,945 employers employed CTE students under the CO-OP program
    - $31,392,791.17 total wages earned by our CO-OP students
- 73.45 percent of CTE completers attend postsecondary education and advanced training.
- 18.81 percent of CTE completers have transitioned to full time employment
    - 3.30 percent of CTE completers have transitioned to the military

2009-2010 STATEWIDE PERFORMANCE SUMMARY BY DIVISION

✓ Performance meets or exceeds the 2009-2010 Performance Standards.
X Did not meet Performance Standard for 2009-2010
– N/A

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Accomack County	✓	✓		✓	✓	✓	✓	✓
Albemarle County	✓	✓		✓	✓	✓	✓	✓
Alexandria City	✓	✓		✓	✓	✓	✓	✓
Alleghany County	✓	✓		✓	✓	✓	✓	X
Amelia County	✓	✓		✓	✓	✓	✓	✓
Amelia-Nottoway Technical Center	–	–		–	X	✓	X	X
Amherst County	✓	✓		✓	✓	✓	✓	X
Appomattox County	✓	✓		✓	✓	✓	✓	✓
Arlington County	✓	✓		✓	✓	✓	✓	✓
Augusta County	✓	✓		✓	✓	✓	✓	✓
Bath County	✓	✓		✓	✓	✓	✓	✓
Bedford County	✓	✓		✓	✓	✓	✓	✓
Bland County	✓	X		✓	✓	✓	✓	✓
Botetourt County	✓	✓		✓	✓	✓	✓	✓
Bristol City	✓	✓		✓	✓	✓	✓	✓
Brunswick County	✓	✓		✓	✓	✓	✓	X
Buchanan County	✓	✓		✓	✓	X	✓	✓
Buckingham County	✓	✓		✓	✓	✓	✓	✓
Buena Vista City	✓	✓		✓	✓	✓	✓	✓
Campbell County	✓	✓		✓	✓	✓	✓	✓
Caroline County	✓	✓		✓	✓	✓	✓	✓
Carroll County	✓	✓		✓	✓	✓	✓	✓
Charles City County	X	✓		✓	✓	✓	✓	X
Charlotte County	✓	✓		✓	✓	✓	✓	✓
Charlottesville Albemarle Tech	–	–		–	✓	✓	X	✓
Charlottesville City	✓	✓		✓	✓	✓	✓	✓
Chesapeake City	✓	✓		✓	✓	✓	✓	✓

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Chesterfield County	✓	✓		✓	✓	✓	✓	✓
Clarke County	✓	✓		✓	✓	✓	✓	✓
Colonial Beach	✓	✓		✓	✓	✓	✓	✓
Colonial Heights City	✓	✓		✓	✓	✓	✓	✓
Covington City	✓	✓		✓	✓	✓	✓	✓
Craig County	✓	✓		✓	✓	✓	✓	✓
Culpeper County	✓	✓		✓	✓	✓	✓	✓
Cumberland County	✓	✓		✓	✓	✓	✓	✓
Danville City	✓	✓		✓	✓	✓	✓	✓
Dickenson County	✓	✓		✓	✓	✓	✓	✓
Dinwiddie County	✓	✓		✓	✓	✓	✓	✓
Essex County	✓	✓		✓	✓	✓	✓	✓
Fairfax County	✓	✓		✓	✓	✓	✓	✓
Falls Church City	✓	✓		✓	✓	✓	✓	✓
Fauquier County	✓	✓		✓	✓	✓	✓	✓
Floyd County	✓	✓		✓	✓	✓	✓	X
Fluvanna County	✓	✓		✓	✓	✓	✓	✓
Franklin City	✓	✓		✓	✓	✓	✓	✓
Franklin County	✓	✓		✓	✓	✓	✓	✓
Frederick County	✓	✓		✓	✓	✓	✓	✓
Fredericksburg City	✓	✓		✓	✓	✓	✓	✓
Galax City	✓	✓		✓	✓	✓	✓	✓
Giles County	✓	✓		✓	✓	✓	✓	✓
Gloucester County	✓	✓		✓	✓	✓	✓	✓
Goochland County	✓	✓		✓	✓	✓	✓	✓
Grayson County	✓	✓		✓	✓	✓	✓	✓
Greene County	✓	✓		✓	✓	✓	✓	✓
Greensville County	✓	✓		✓	✓	✓	✓	✓
Halifax County	✓	✓		✓	✓	✓	✓	✓
Hampton City	✓	✓		✓	✓	✓	✓	✓

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Hanover County	✓	✓		✓	✓	✓	✓	✓
Harrisonburg City	✓	✓		✓	✓	✓	✓	✓
Henrico County	✓	✓		✓	✓	✓	✓	✓
Henry County	✓	✓		✓	✓	✓	✓	✓
Highland County	✓	✓		✓	✓	X	✓	✓
Hopewell City	✓	✓		✓	✓	✓	✓	✓
Isle of Wight	✓	✓		✓	✓	✓	✓	✓
Jackson River Technical Center	–	–		–	✓	✓	X	✓
King and Queen County	✓	✓		✓	✓	✓	✓	✓
King George County	✓	✓		✓	✓	✓	✓	✓
King William County	✓	✓		✓	✓	✓	✓	✓
Lancaster County	✓	✓		✓	✓	✓	✓	✓
Lee County	✓	✓		✓	✓	✓	✓	✓
Loudoun County	✓	✓		✓	✓	✓	✓	✓
Louisa County	✓	✓		✓	✓	✓	✓	✓
Lunenburg County	✓	✓		✓	✓	✓	✓	✓
Lynchburg City	✓	✓		✓	✓	✓	✓	✓
Madison County	✓	✓		✓	✓	✓	✓	✓
Manassas City	✓	✓		✓	✓	✓	✓	✓
Manassas Park City	✓	✓		✓	✓	✓	✓	✓
Martinsville City	✓	✓		✓	✓	✓	✓	✓
Massanutten Technical Center	–	–		–	✓	✓	X	✓
Mathews County	✓	✓		✓	✓	✓	✓	✓
Mecklenburg County	✓	✓		✓	✓	✓	✓	✓
Middlesex County	✓	✓		✓	✓	✓	✓	✓
Montgomery County	✓	✓		✓	✓	✓	✓	✓
Nelson County	✓	✓		✓	✓	✓	✓	✓
New Horizons Technical Center	–	–		–	✓	✓	X	✓
New Kent County	✓	✓		✓	✓	✓	✓	✓
Newport News City	✓	✓		✓	✓	✓	✓	✓

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Norfolk City	✓	✓		✓	✓	✓	✓	✓
Northampton County	✓	✓		✓	✓	✓	✓	✓
Northern Neck Technical Center	–	–		–	✓	✓	X	✓
Northumberland County	✓	✓		✓	✓	✓	✓	✓
Norton City	✓	✓		✓	✓	✓	✓	✓
Nottoway County	✓	✓		✓	✓	✓	✓	✓
Orange County	✓	✓		✓	✓	✓	✓	✓
Page County	✓	✓		✓	✓	✓	✓	✓
Patrick County	✓	✓		✓	✓	✓	✓	✓
Petersburg City	✓	✓		✓	✓	✓	✓	✓
Pittsylvania County	✓	✓		✓	✓	✓	✓	✓
Poquoson City	✓	✓		✓	✓	✓	✓	✓
Portsmouth City	✓	✓		✓	✓	✓	✓	✓
Powhatan County	✓	✓		✓	✓	✓	✓	✓
Prince Edward County	✓	✓		✓	✓	✓	✓	✓
Prince George County	✓	✓		✓	✓	✓	✓	✓
Prince William County	✓	✓		✓	✓	✓	✓	✓
Pulaski County	✓	✓		✓	✓	✓	✓	✓
Radford City	✓	✓		✓	✓	✓	✓	✓
Rappahannock County	✓	✓		✓	✓	✓	✓	X
Richmond City	✓	✓		✓	✓	✓	✓	✓
Richmond County	✓	✓		✓	✓	✓	✓	✓
Roanoke City	✓	✓		✓	✓	✓	✓	✓
Roanoke County	✓	✓		✓	✓	✓	✓	✓
Rockbridge County	✓	✓		✓	✓	✓	✓	✓
Rockingham County	✓	✓		✓	✓	✓	✓	✓
Rowanty Technical Center	–	–		–	✓	✓	X	✓
Russell County	✓	✓		✓	✓	✓	✓	✓
Salem City	✓	✓		✓	✓	✓	✓	✓
Scott County	✓	✓		✓	✓	✓	✓	✓

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Division	Performance Measures							
	Academic Achievement		*Technical Skills Attainment 81%	Secondary School Completion 79.5%	Graduation Rate 69%	Transition 79.5%	Nontrad Enrollment 17%	Nontrad Completion 13%
	English 88%	Mathematics 79%						
Shenandoah County	✓	✓		✓	✓	✓	✓	✓
Smyth County	✓	✓		✓	✓	✓	✓	✓
Southampton County	✓	✓		✓	✓	✓	✓	✓
Spotsylvania County	✓	✓		✓	✓	✓	✓	✓
Stafford County	✓	✓		✓	✓	✓	✓	✓
Staunton City	✓	✓		✓	✓	✓	✓	✓
Suffolk City	✓	✓		✓	✓	✓	✓	✓
Surry County	✓	✓		✓	✓	✓	✓	✓
Sussex County	✓	✓		✓	✓	✓	✓	✓
Tazewell County	✓	✓		✓	✓	✓	✓	✓
The Pruden Center	–	–		–	✓	✓	X	✓
Valley Vocational Technical Center	–	–		–	✓	✓	X	✓
Virginia Beach City	✓	✓		✓	✓	✓	✓	✓
Warren County	✓	✓		✓	✓	✓	✓	X
Washington County	✓	✓		✓	✓	✓	✓	✓
Waynesboro City	✓	✓		✓	✓	✓	✓	✓
West Point	✓	✓		✓	✓	✓	✓	✓
Westmoreland County	✓	✓		✓	✓	✓	✓	✓
Williamsburg-James City County	✓	✓		✓	✓	✓	✓	✓
Winchester City	✓	✓		✓	✓	✓	✓	✓
Wise County	✓	✓		✓	✓	✓	✓	✓
Wythe County	✓	✓		✓	✓	✓	✓	✓
York County	✓	✓		✓	✓	✓	✓	✓

**Base Year Standard – This year establishes a new baseline calculating three separate performance measures. Prior years do not serve as comparison as the measure was based solely on the Student Competency Rate.*

Perkins Core Performance Measures
Results and Targets
2009-2010

Workforce Development Services
February 2011

VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
2009-2010

Overview

Perkins is a federally funded program targeting career and technical skill programs at the secondary and postsecondary levels. The program was initially established in 1963 with the passage of the Vocational Education Act, which was renamed in later authorizations by the program's largest proponent, Carl D. Perkins. In 2007, Perkins III was revamped via legislation to Perkins IV. Perkins IV stresses increased accountability and greater linkages among secondary and postsecondary education and employment.

Goals of the Perkins program include:

- Further developing the academic, career and technical skills of students through high standards;
- Linking secondary and postsecondary career and technical programs;
- Disseminating national research about career and technical education; and
- Providing professional development and technical assistance to career and technical educators.

The Virginia Department of Education is the grant recipient of the Perkins funds for the Commonwealth. The VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over $3.2 million in FY 2010 are distributed to the 23 community colleges across Virginia.

The VCCS is expected to meet established targets each year and to report on the results of the performance measures. Continued Perkins funding is contingent upon achieving targets for each of these measures in future years. Institutions are considered to have met the target if they are within 90% of the target.

Results for 2009-10

In 2009-2010, the VCCS met or exceeded all of the Perkins performance targets (Completion, Retention and Transfer, Employment, Non-traditional Gender Representation and Non-traditional Completion). Results by measures are provided in the table below. While four performance measures were below target, they did meet the target at the 90% threshold. The area with the largest decrease (3.8%) from the prior year was 4P1. This primarily is assumed to be a result of the downturn in the economy in recent years. The remaining document provides definitions for how the measures are calculated for postsecondary education and how colleges performed in 2009-2010. Definitions and methods for calculating the performance measures are provided in the Appendix.

TABLE 1: Perkins Performance Measure	Actual 2008-09	Actual 2009-10	Target 2009-10	Diff. Actual vs. Target	Increase from 08-09 to 09-010	90 % of Target	Result
1P1: Technical Skills Attainment	75.2	75.2	66.0	9.2	0.0	59.4	Exceeds Target
2P1: Completion	38.4	38.3	39.5	-1.2	-0.1	35.6	Met Target at 90% Threshold
3P1: Retention and Transfer	68.0	68.5	52.0	16.5	0.5	46.8	Exceeds Target
4P1: Employment	70.8	67.0	73.0	-6.0	-3.8	65.7	Met Target at 90% Threshold
5P1: Non-traditional Gender Representation	18.0	18.1	18.8	-0.7	0.1	16.9	Met Target at 90% Threshold
5P2: Non-traditional Gender Completion	15.4	15.3	16.0	-0.7	-0.1	14.4	Met Target at 90% Threshold

Community College Performance 2009-10

Individual college performance on the Perkins measures varied in 2009-2010. Table 2 provides data on performance for the 23 community colleges. If the data point is labeled in blue font, then the college did not meet the target for the particular measure. If the data point is labeled in blue font and the cell is shaded, then the college did not meet the target nor did it meet the 90% threshold.

Each year, colleges that do not meet the state's target at the 90% threshold are required to develop a plan for improvement of the measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure.

Summary per measure

1P1 Technical Skills: All colleges exceeded the target, with the VCCS exceeding the target by 9 percentage points.
2P1 Completion: Eight colleges did not meet the target and of those four did not meet the 90% threshold.
3P1 Retention and Transfer: All colleges exceeded the target, with the VCCS exceeding the target by 16.5 percentage points.
4P1 Employment: Sixteen colleges did not meet the target and of those ten did not meet the target or the 90% threshold.
5P1 NonTraditional Gender Representation: Sixteen colleges did not meet the target and of those thirteen colleges did not meet the 90% threshold.
5P2 NonTraditional Gender Completion: Fifteen colleges did not meet the target and of those ten colleges did not meet the 90% threshold.

Summary by target and threshold

- Germanna and Patrick Henry met all performance measures at the 90% threshold in 2009-10.
- The maximum number of measures not met at the 90% threshold was three in 2009-10. Both Southwest Virginia and Virginia Highlands reported not meeting three measures at the 90% threshold. Coincidentally, they both did not meet the same three measures (Employment, NonTraditional Gender Representation and NonTraditional Gender Completion).
- Seven colleges did not meet one measure at the 90% threshold and twelve colleges did not meet two measures at the 90% threshold in 2009-10. Of those twelve colleges that did not meet the two measures at the 90% threshold, NonTraditional Gender Representation and Non Traditional Gender Completion were not met simultaneously at seven colleges.

TABLE 2: INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2009-2010								
	1P1	2P1	3P1	4P1	5P1	5P2	# Did not meet Target	# Did not meet 90
	Technical Skills	Completion	Retention and Transfer	Employment	NonTrad Gender Rep.	NonTrad Gender Completion		
Target	**66.0**	**39.5**	**52.0**	**73.0**	**18.8**	**16.0**	XX.X	XX.X
90% of Target	**59.4**	**35.6**	**46.8**	**65.7**	**16.9**	**14.4**		
Blue Ridge	77.7	38.6	69.4	86.4	16.8	13.0	3	2
Central Virginia	77.9	42.1	65.9	75.2	14.0	11.1	2	2
Dabney S. Lancaster	67.9	51.0	69.9	62.5	20.8	19.1	1	1
Danville	73.0	60.8	70.1	57.3	13.5	16.0	2	2
Eastern Shore	78.0	56.3	75.2	77.8	6.6	3.3	2	2
Germanna	76.5	39.6	71.5	71.4	24.7	17.5	1	0
J. Sargeant Reynolds	77.9	31.0	68.3	77.0	18.8	14.5	2	1
John Tyler	81.3	45.9	73.4	77.6	16.4	15.9	2	1
Lord Fairfax	79.1	43.6	69.0	70.2	13.3	7.9	3	2
Mountain Empire	75.0	44.7	61.1	59.8	16.2	15.4	3	2
New River	72.5	39.1	66.1	76.5	13.9	10.3	3	2
Northern Virginia	73.6	30.0	68.8	65.0	20.0	15.9	3	2
Patrick Henry	79.6	45.3	71.7	70.2	18.3	19.1	2	0
Paul D. Camp	78.5	45.2	67.9	69.7	14.6	10.9	3	2
Piedmont	73.7	46.6	68.0	70.0	15.2	14.4	3	1
Rappahannock	79.1	49.1	68.5	75.1	8.7	4.8	2	2
Southside Virginia	73.4	41.2	62.6	65.4	18.8	12.7	2	2
Southwest Virginia	81.7	37.5	59.2	64.8	16.0	13.8	4	3
Thomas Nelson	69.6	39.3	67.6	62.4	21.7	23.3	2	1
Tidewater	74.5	34.7	70.1	63.3	17.5	17.3	3	2
Virginia Highlands	77.8	46.6	66.7	55.0	15.9	8.1	3	3
Virginia Western	72.1	34.7	66.9	69.2	20.6	18.3	2	1
Wytheville	78.0	58.9	75.5	61.6	17.7	14.8	3	1
VCCS	**75.2**	**38.3**	**68.5**	**67.0**	**18.1**	**15.3**	**4**	**0**

Employment is based on student matches with Virginia Employment Commission records and does not include self-employment, employment with the federal government/military, or employment in another state. Therefore, rates tend to be lower in areas with military bases, large federal employers or with colleges bordering other states.

Tech Prep Performance Results 2009-10

Tech Prep Career Pathways are four to six year programs of study that begin in high school and end with a postsecondary credential, such as an associate degree or baccalaureate degree. Each Tech Prep Career Pathway contains academic and CTE courses at the secondary and postsecondary level. All Tech Prep Career Pathways prepare participants for high demand occupational fields, such as Engineering Technology, Allied Health, and more. Tech Prep programs are aligned with national career clusters and pathways.

In 2009-10, the VCCS Tech Prep Performance Measures reported mixed results. On the secondary measures, there was an increase in students completing courses that awarded postsecondary credit as well an increase in remedial courses. Enrollment in the same major when entering the postsecondary institution has decreased albeit slightly in 2009-10. In 2009-10, measuring requirements now include both 2 year and 4 year institutions, where as previously 2 year institution enrollment only was included, thus reflecting the large percentage increase between the years.

VCCS postsecondary performance measures indicate that while percent of employment in a related field after graduation is down, completions of a 2 year degree or certificate and of baccalaureate degree have increased in 2009-10. Decreases in employment might be attributed to a weak economy. The weak economy may be an incentive for students in degree completion as well. Definitions and methods for calculating the performance measures are provided in the Appendix.

TABLE 3: Tech Prep Performance Measures			
Secondary	**2008-09**	**2009-10**	**Change**
1STP1: Enroll in postsecondary education*	28.14%	65.62%	-
1STP2: Enroll in postsecondary in the same field or major	17.74%	17.09%	↓
1STP3: Complete a State or industry-recognized certification or licensure**	XXX%	XXX%	-
1STP4: Complete course(s) that award postsecondary credit	82.26%	83.82%	↑
1STP5: Enroll in remedial mathematics, writing, or reading course(s)	37.33%	38.93%	↑
Postsecondary	**2008-09**	**2009-10**	**Change**
1PTP1: Employment in related field after graduation	76.22%	70.81%	↓
1PTP2: Complete a State or industry-recognized certificate or licensure**	XXX%	XXX%	-
1PTP3: On-time completion of a 2-year degree or certificate	20.49%	24.22%	↑
1PTP4: On-time completion of a baccalaureate degree program	15.18%	16.28%	↑

*In 2009-10, enrollment in postsecondary includes both enrollment at VCCS and other 2yr or 4yr institutions.
**VCCS currently does not collect this information but is working to identify mechanisms to capture these data in the coming years.

Appendix

Method of Calculating Postsecondary Perkins Performance Measures

Performance measures are calculated based on three different classifications of students: participants, concentrators and completers. The following is a definition for each classification:

- Participant: A student who has declared a career and technical education (CTE) major and is enrolled in courses during the reporting year
- Concentrator: A participant who has earned 12 or more degree-bearing credits
- Completer/graduates: A concentrator who earned a credential or a degree (graduated) during the reporting year.

Method of Calculating Postsecondary Perkins Performance Measures	
Measure	**Method**
1P1: Technical Skills Attainment	*Technical skills attainment measures the percentage of CTE students who earn a GPA or 2.5 or greater.* **Numerator:** Number of CTE concentrators who accumulate a GPA of 2.5 or greater during the reporting year. **Denominator:** Number of CTE concentrators during the reporting year.
2P1: Completion	*Completion measures the percentage of career and technical completers/graduates of those students leaving postsecondary education.* **Numerator:** Number of completers, who in the reporting year earned a degree, a certificate, or an industry-recognized credential. **Denominator:** Number of CTE concentrators in the reporting year who left postsecondary education (graduated or did not return to postsecondary education).
3P1: Retention/Transfer	*Retention and transfer is a measure of students who are retained in community college or transfer to college/university one year later.* **Numerator**: Number of CTE concentrators who, after one-year, re-enrolled at a VCCS college or transferred to another college or university. **Denominator:** Number of CTE concentrators enrolled during the reporting year less graduates.
4P1: Employment	*Employment is a measure of the percentage of graduates who are employed 6 months after graduation.* **Numerator:** Number of CTE completers who were employed during the September-December time period following graduation. **Denominator:** Number of CTE completers in the reporting year.
5P1: Nontraditional Participation	*Non-traditional participation is measure of the percentage of gender minority enrollments in CTE programs that are related to occupations identified as gender under-represented* (less than 25% minority employment, U.S. Census Household Survey). **Numerator:** Number of minority gender students who enrolled in a gender under-represented CTE program. **Denominator:** Total number of students enrolled in a gender under-represented CTE program.
5P2: Nontraditional Completion	*Non-traditional completion is measure of the percentage of gender minority graduates from CTE programs that are related to occupations identified as gender under-represented* (less than 25% minority employment, U.S. Census Household Survey). **Numerator:** Number of minority gender students who graduated from gender under-represented CTE programs. **Denominator:** Total number of students graduating from gender under-represented CTE programs.

Method of Calculating Tech Prep Performance Measures

Performance measures are calculated both on secondary and postsecondary students. The following is a definition for each classification of student:

- Secondary level Tech Prep student : A student who currently is enrolled and/or previously was enrolled in at least ***one*** dual-enrollment CTE class.
- Postsecondary level Tech Prep student : An enrolled postsecondary student who successfully completed at least ***one*** dual-enrollment CTE class while in high school.

Method of Calculating Tech Prep Performance Measures	
Secondary Measure	**Method**
1STP1	*Secondary Tech Prep participants enrolled in postsecondary education.* **Numerator:** Number of secondary TP students who graduated from high school last year and are enrolled in postsecondary in current year. **Denominator:** Number of secondary TP students who graduated from high school last year.
1STP2	*Secondary Tech Prep participants enrolled in postsecondary education in the same major in both postsecondary and secondary.* **Numerator:** Number of secondary TP students who graduated from high school last year and are enrolled in the same major/cluster pathway in postsecondary as in high school. **Denominator:** Number of secondary TP students who graduated from high school last year and enrolled in postsecondary education.
1STP3	*Secondary Tech Prep participants who received an industry-recognized credential.* **Numerator:** Number of secondary TP students who graduated from high school last year with a State or industry-recognized certificate or license. **Denominator:** Number of secondary TP students who graduated from high school last year.
1STP4	*Secondary Tech Prep participants who successfully complete as a secondary school student, courses that award postsecondary credit at the secondary level.* **Numerator:** Number of secondary TP students who graduated from high school last year with postsecondary credit. **Denominator:** Number of secondary TP students who graduated from high school last year.
1STP5	*Secondary Tech Prep participants enrolled in remedial courses upon entering postsecondary.* **Numerator:** Number of secondary TP students who graduated from high school last year and who enrolled in postsecondary remedial. **Denominator:** Number of secondary TP students who graduated from high school last year and enrolled in postsecondary education.

Postsecondary Measure	**Method**
1PTP1	*Postsecondary Tech Prep students who are employed in a related field no later than 12 months after graduation from the TP program.* **Numerator:** Number of postsecondary TP students placed in a related field no later than 12 months after graduation **Denominator:** Number of postsecondary TP students who graduated postsecondary last year.
1PTP2	*Postsecondary Tech Prep students who complete a State or industry-recognized license or certificate.* **Numerator:** Number of postsecondary TP students who left postsecondary education in reporting year with a state or industry-recognized certificate or license **Denominator:** Number of postsecondary TP students who left postsecondary education last year.

Postsecondary Measure	Method
1PTP3	*Postsecondary Tech Prep students who complete a 2-year degree or certificate program within the normal time for completion of such program.* **Numerator:** Number of postsecondary TP students who entered postsecondary education 3 years ago and who completed a 2-year degree or certificate. **Denominator:** Number of postsecondary TP students who entered postsecondary education 3 years ago.
1PTP4	*Postsecondary Tech Prep students who complete a baccalaureate degree program within the normal time for completion of such program.* **Numerator:** Number of postsecondary TP students who entered postsecondary education 6 years ago and who completed a baccalaureate degree program. **Denominator:** Number of postsecondary TP students who entered postsecondary education 6 years ago.

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