

Virginia Board of Education Agenda Item



Agenda Item: C

Date: November 29, 2012

Title	Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the <i>Regulations Governing the Review and Approval of Education Programs in Virginia</i>		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: November 18, 2010

Action: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the [2009-2011] Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

Date: October 25, 2012

Action: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations require colleges and universities to report partnerships and collaborations based on PreK-12 school needs as one accountability measure for programs preparing instructional personnel, further ensuring educational quality for Virginia public school students.

Thirty-seven institutions of higher education in Virginia have approved programs for the preparation of instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervisory PreK-12 personnel.

Section 8VAC20-542-40. Standards for biennial approval of education programs of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require that approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
3. Structured and integrated field experiences to include student teaching requirements.
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
5. Evidence of contributions to PreK-12 student achievement by candidates completing the program.
6. Evidence of employer job satisfaction with candidates completing the program.

7. Partnerships and collaborations based on PreK-12 school needs. Indicators of the achievement of this standard shall include the following:
 - a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the PreK-12 community.
 - b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

The biennial data (item 1 above) and certification that items 2-6 have been met will be submitted by institutions of higher education in 2013. The established timeline requires that the seventh measure on “**partnerships and collaborations based on PreK-12 school needs**” is to be reviewed and approved by December 2012.

Summary of Important Issues:

In August 2012, each institution offering approved education programs in Virginia submitted to the Department of Education a report documenting partnerships and collaborations based on PreK-12 school needs for each program (endorsement) area offered. The institutions reported that they are engaged in multiple partnerships and collaborations with educational, governmental, professional, and community entities as well as with school divisions, private schools, parents, and PreK-12 students. Attached is a summary of the partnerships and collaborations.

Approved Programs (Excluding Administration and Supervision)

Each of the 37 institutions of higher education offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:

1. **Field experience**: The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring PreK-12 students.
2. **Professional development**: The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
3. **Community outreach activities**: The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for PreK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

Administration and Supervision Programs

The 19 institutions of higher education offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:

1. Identifying, screening, and recruiting potential school leaders;
2. Preparing, training, and mentoring school leaders;
3. Providing professional development for school leaders; and
4. Offering internships, practica, and field experiences in school leadership.

On September 24, 2012, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for each of the 37 institutions of higher education offering approved programs.

Impact on Fiscal and Human Resources:

There is minimum impact on resources.

Timetable for Further Review/Action:

Upon approval, the Department of Education will notify the institutions of higher education of the action of the Board and post the partnerships and collaborations on its Web site.

Superintendent's Recommendations:

1. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for The College of William and Mary.
2. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for Old Dominion University.
3. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for the University of Virginia and the University of Virginia's College at Wise.

4. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for all other colleges and universities with approved programs.



Commonwealth of Virginia Department of Education

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Report on the Accountability Measurement of Partnerships and Collaborations for Approved Teacher Education Programs

Presented to the Board of Education on November 29, 2012

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PARTNERSHIPS AND COLLABORATIONS FOR VIRGINIA COLLEGES AND UNIVERSITIES

Executive Summary

Introduction

There are 37 institutions of higher education in Virginia with approved programs for the preparation of PreK-12 instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervisory PreK-12 personnel. (Reference Table 1.)

The review and approval of programs for the preparation of professional school personnel are a cooperative responsibility of institutions of higher education, school divisions, and the Department of Education. Programs are reviewed biennially and must demonstrate achievement of the accountability measures set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011.

This report specifically addresses the progress of the institutions of higher education in achieving accountability measures regarding ***partnerships and collaborations based on PreK-12 school needs***, (i.e., measures 7.a and 7.b.), as part of the biennial review administered during the 2011-2013 time period.

Part 1 – Education Programs - Accountability Measure 7.a

Approved education programs in Virginia shall demonstrate achievement of partnerships and collaborations by providing documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the PreK-12 community (8VAC20-542-40.7.a).

Summary Review of Results:

In August 2012, each of the 37 institutions of higher education electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, PreK-12 school needs addressed, partners and collaborators, agreement type, and participating content area approved program(s). (Refer to the survey instrument in the appendices, “*Part 1: Education Programs*” and “*Part 2: Education Programs Matrix.*”)

Based on the documents submitted by the institutions, each of the institutions are engaged in multiple partnerships and collaborations with educational, governmental, professional, and social entities as well as with school divisions, private schools, parents, and PreK-12 students.

The types of partnerships and collaborations fall into the following three general categories:

- 1) Field experience – The partnerships and collaborations (PCs) address the identified needs of the PreK-12 community via such activities as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring PreK-12 students.
- 2) Professional development – The PCs address the identified needs of the PreK-12 community via staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
- 3) Community outreach activities – The PCs address the identified needs of the PreK-12 community via after school and summer programs and camps, field trips, mentors for PreK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

There were a total of 954 partnerships and collaborations identified by the institutions. Approximately, 44 percent were in the field experience category; 41 percent were in the professional development category; and 15 percent were in the outreach activities category.

All of the institutions had at least one partnership and collaboration per each of their content area approved teaching program. In addition, 90 percent of all of the content area approved programs are engaged in two or more partnerships and collaborations. (Reference Table 1.)

Part 2 – Administration and Supervision Programs - Accountability Measure 7.b

Approved education programs in Virginia shall demonstrate achievement of partnerships and collaborations by providing documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs (8VAC20-542-40.7.b).

Summary Review of Results:

In August 2012, each of the 19 institutions of higher education that offer an administration and supervision program electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, school leadership needs addressed, partners and collaborators, and agreement type. (Refer to the survey instrument in the appendices, “*Part 3: Administration and Supervision Programs.*”)

The types of partnerships and collaborations identified by the institutions were inclusive of:

- identifying, screening, and recruiting potential school leaders;
- preparing, training, and mentoring school leaders;
- providing professional development for school leaders; and
- offering internships, practica, and field experiences in school leadership.

Overall, based on the documents submitted by the institutions:

- 93 partnerships and collaborations are identified.
- Each of the institutions is engaged in at least one partnership and collaboration.
- 15 out of 19 of the institutions are engaged in more than one partnership and collaboration.

Table 1

Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs for Approved Teacher Education Programs (excluding Administration and Supervision Programs)

Institutions of Higher Education (IHE) that have Approved Teacher Education Programs	Number of "Partnerships and Collaborations" Reported	Number of Approved Programs* (as of September 2012)	Percentage of IHE Approved Programs that took part in at least one "Partnership and Collaboration"	Percentage of IHE Approved Programs that took part in two or more "Partnerships and Collaborations"
Averett University	10	14	100%	100%
Bluefield College	5	15	100%	100%
Bridgewater College	20	19	100%	100%
Christopher Newport University	16	14	100%	100%
The College of William and Mary	17	21	100%	100%
Eastern Mennonite University	22	18	100%	100%
Emory & Henry College	11	22	100%	100%
Ferrum College	5	16	100%	100%
George Mason University	115	32	100%	59%
Hampton University	5	11	100%	82%
Hollins University	5	12	100%	100%
James Madison University	117	32	100%	97%
Liberty University	31	26	100%	100%
Longwood University	57	25	100%	80%
Lynchburg College	32	20	100%	90%
Mary Baldwin College	19	18	100%	100%
Marymount University	26	12	100%	92%
Norfolk State University	19	22	100%	36%
Old Dominion University	124	32	100%	100%
Radford University	30	25	100%	100%
Randolph College	14	19	100%	100%
Randolph-Macon College	13	13	100%	69%
Regent University	16	8	100%	50%
Roanoke College	10	19	100%	100%
Saint Paul's College	5	7	100%	100%
Shenandoah University	7	18	100%	100%
Sweet Briar College	21	17	100%	100%
University of Mary Washington	23	27	100%	100%
University of Richmond	6	20	100%	100%
University of Virginia	38	23	100%	91%
University of Virginia's College at Wise	20	18	100%	100%
Virginia Commonwealth University	22	19	100%	74%
Virginia Intermont University	20	9	100%	100%
Virginia Polytechnic Institute and State University	21	23	100%	52%
Virginia State University	14	17	100%	100%
Virginia Union University	6	8	100%	75%
Virginia Wesleyan College	12	13	100%	100%
Total - All IHE	954	684	100%	90%

Notes: a) Content area "Visual Impairment PreK-12" reflects program activities as members of the Visual Impairment Consortium and are not included in this count. George Mason University, James Madison University, Norfolk State University, Old Dominion University, and Radford University are consortium members. b) In addition, content area "Adapted Curriculum K-12" reflects program activities as members of the Special Education: Adaptive Curriculum Consortium for the following five consortium members: George Mason University, Norfolk State University, Radford University, University of Virginia, and Virginia Commonwealth University, and are not included in this count.

Table 2

Accountability Measurement of Partnerships and Collaborations for
Approved Administration and Supervision Programs

Institutions of Higher Education (IHE) that have an Approved Administration and Supervision Program	Number of Partnerships and Collaborations Reported
The College of William and Mary	5
George Mason University	9
Hampton University	4
James Madison University	2
Liberty University	7
Longwood University	1
Lynchburg College	2
Marymount University	12
Norfolk State University	1
Old Dominion University	1
Radford University	3
Regent University	4
Shenandoah University	1
University of Mary Washington	2
University of Richmond	5
University of Virginia	2
Virginia Commonwealth University	12
Virginia Polytechnic Institute and State University	6
Virginia State University	14
Total - All IHE	93