

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

MINUTES

PLANNING SESSION

April 24, 2013

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mr. David M. Foster, President  
Mrs. Betsy D. Beamer, Vice President  
Mrs. Diane T. Atkinson  
Dr. Oktay Baysal

Mr. Christian N. Braunlich  
Dr. Billy K. Cannaday, Jr.  
Mrs. Darla Edwards  
Mrs. Winsome E. Sears

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Mr. Foster called the meeting to order at 11 a.m.

***INTRODUCTORY REMARKS***

Mr. Foster opened the meeting by welcoming members and guests to the Board planning session. Mr. Foster noted that the planning session includes three topics from the *Board of Education Comprehensive Plan*—Teacher Licensure/Teacher Professionalism, International Benchmarking, and Accountability.

***OVERVIEW OF PRESENTATION TOPICS***

Dr. Wright gave an overview of the session topics:

- Comprehensive Revisions to Teacher Licensure, Professional Personnel, and Education Program Regulations
- Program for International Student Assessment (PISA)
- Trends in International Mathematics and Science Study (TIMSS)
- Options for the Commonwealth's Participation in International Benchmarking
- Gaining on the Gap: Changing Hearts, Minds, and Practice
- Experience in Closing the Achievement Gap
- Current and Future Considerations for State Accountability

***HIGHLY QUALIFIED AND EFFECTIVE EDUCATORS***

***Comprehensive Revisions to Teacher Licensure, Professional Personnel, and Education Program Regulations***

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts' PowerPoint presentation included the following:

*REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA*

§ 22.1-298.2. Regulations Governing Education Preparation Programs

- A. As used in this section: "Assessment of basic skills" means an assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation program, as prescribed by the Board of Education in its regulations.
- B. Education preparation programs shall meet the requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.
- C. The Board of Education regulations shall provide for education preparation programs offered by institutions of higher education, Virginia public school divisions, and certified providers for alternate routes to licensure.
- D. The Board shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education preparation programs in its regulations.
- E. The Board shall establish accountability measures for approved education programs. Data shall be submitted to the Board on not less than a biennial basis.

23-9.2:3.6. Education Preparation Programs Offered by Institutions of Higher Education

- A. Education preparation programs shall be required to meet the requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.
- B. As provided in § 22.1-298.2, the Board of Education shall prescribe an assessment of basic skills for individuals seeking entry into an approved education program and shall establish a minimum passing score for such assessment. The Board also may prescribe other requirements for admission to Virginia's approved education programs in its regulations.
- C. Candidates who fail to achieve the minimum score established by the Board of Education may be denied entrance into the relevant education program on the basis of such failure; however, if enrolled in the program, they shall have the opportunity to address any deficiencies.

<b><u>Current Regulations Governing the Review and Approval of Education Programs in Virginia</u></b>	<b><u>Draft Proposed Regulations Governing the Review and Approval of Education Programs in Virginia</u></b>
Regional Accreditation of the institution of higher education (e.g., SACS: Southern Association of Colleges and Schools)	Regional Accreditation of the institution of higher education (e.g. SACS: Southern Association of Colleges and Schools)
Professional Education Program Accreditation <ul style="list-style-type: none"> <li>• NCATE</li> <li>• TEAC</li> <li>• Board of Education Process</li> </ul>	Professional Education Program Accreditation <ul style="list-style-type: none"> <li>• CAEP/NCATE</li> <li>• CAEP/TEAC</li> </ul>
Biennial Approval of Education (Endorsement) Programs	Biennial Approval of Education (Endorsement) Programs

Discussion included the following:

- Board members expressed concern that the Board will not be involved in college/university accreditation if schools apply for national accreditation. Mrs. Pitts noted that the Board will still be involved because the Board's approval is needed for the college/university endorsement programs or teaching areas such as administration and supervision.
- Mrs. Pitts said that if these programs are not approved by the Board, the college/university programs will not move forward and will continued to be reviewed biennially by the Board.
- Dr. Wright asked staff to provide copies of the CAEP standards to Board members. Dr. Wright said the CAEP standards answered her concerns and she was impressed with the standards on accountability of programs.

**Standards for Biennial Approval of Education (Endorsement) Programs**

Current Standards	Draft Proposed Standards
<p>1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for:</p> <ul style="list-style-type: none"> <li>• Completing a program and</li> <li>• Exiting a program.*</li> </ul> <p>*Program exiters: Individuals who have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required licensure assessments and/or who may not have completed supervised student teaching or required internship.</p>	<p>1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 80% biennially for:</p> <ul style="list-style-type: none"> <li>• Program completers and</li> <li>• Program noncompleters.*</li> </ul> <p>*Program noncompleters: Individuals who have been admitted into the education program who have taken required licensure assessments, regardless of whether they passed or failed, who exit the program prior to completion.</p>
<p>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.</p>	<p><b>Add an Indicator to Standard 2:</b> Documentation of the number of candidates admitted into the program who did not meet the prescribed admission assessment and the opportunities provided to the candidates to address any deficiencies.</p>
<p>3. Structured and integrated field experiences to include student teaching requirements.</p>	<p><b>Revise Indicator in Standard 3:</b> Evidence that supervised clinical experiences are continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom.</p>
<p>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.</p>	
<p>5. Evidence of contributions to PreK-12 student achievement by candidates completing the program.</p>	
<p>6. Evidence of employer job satisfaction with candidates completing the program.</p>	<p><b>Add an Indicator to Standard 6:</b> Documented evidence of teacher effectiveness, including student academic progress.</p>
<p>7. Partnerships and collaborations based on PreK-12 school needs.</p>	<p><b>Revise Standard:</b> (Partnerships and collaborations will be required; however, the detailed biennial report of this standard will be discontinued.)</p>

Discussion included the following:

Standard 1

- Mrs. Pitts said that currently colleges/universities have to report biennially on passing rates of students for each endorsement program approved by the Board. The passing

rates are calculated by adding the program completers and individuals who have exited the program. Program exiters are individuals who have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required licensure assessments and/or who may not have completed supervised student teaching or required internship.

- Mrs. Pitts said that colleges/universities do not want to be penalized for individuals who have been cancelled out of the programs and presented the following proposal for the Board’s approval: The calculation for the passing rate will include program completers and program non-completers. Program noncompleters are individuals who have been admitted into the education program who have taken required licensure assessments, regardless of whether they passed or failed, who exit the program prior to completion.

Standard 3

- Mrs. Sears asked about the similarity to a college lab partnership school. Mrs. Pitts said that a college lab school will allow institutions to place perspective teachers in that school for clinical experiences but they still need to meet the required clock hours in early field experiences. Mrs. Pitts said this is a collaborative environment between colleges and schools.
- Mrs. Sears also asked about the involvement of the professors teaching student teachers. Mrs. Pitts said that student teaching and clinical experiences are supervised by faculty within the institution.
- Mr. Braunlich asked for clarification regarding 300 clock hours of teaching experience. Mrs. Pitts said that 300 clock hours of clinical experiences includes 150 hours in direct teaching and 150 hours performing other clinical experiences.

Standard 6

- Mr. Braunlich asked for clarification of what is considered to be documented evidence of teacher effectiveness. Mrs. Pitts said that this has not yet been defined. CAEP is also requiring it to be defined..

Biennial Reporting

Current	Draft Proposal
Verification of Achievement of Accountability Measures	Continue requirement.
Pass Rates for Program Completters and Program Exiters	Pass Rates for Program Completters and Program Noncompleters (Biennially)
Partnerships and Collaborations Based on PreK-12 Needs	Partnerships and collaborations will be required; however, the detailed biennial report of this standard will be discontinued.
No Report Card Required	<p><u>Annual Report Card Published on the Department of Education Web Site:</u></p> <ul style="list-style-type: none"> <li>• Institution’s Accreditation Status</li> <li>• Education Endorsement Programs’ Status</li> <li>• Number of Candidates Admitted into Each Program</li> <li>• Number of Program Completters</li> <li>• Biennial Data Results</li> <li>• Number of Candidates Admitted into the</li> </ul>

	Professional Education Program Not Meeting the Admission Assessment Requirement and Documentation of the Opportunities to Address Deficiencies <ul style="list-style-type: none"> <li>• Other Data Prescribed by the Board of Education.</li> </ul>
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**Undergraduate Teacher Preparation Programs**

Current Limit On Professional Studies	<u>Draft</u> Proposal
Professional studies coursework and methodology, excluding field experiences, are limited to <b>24 semester hours</b> for any baccalaureate degree program (or equivalent thereof) in early/primary education (PreK-3), elementary education (PreK-6), and special education.	Eliminate the limit on professional studies coursework to provide colleges and universities more flexibility in offering undergraduate teacher preparation programs to meet required competencies.
All other baccalaureate degree programs (or equivalent thereof) shall not exceed <b>18 semester hours</b> of professional coursework and methodology, excluding field experiences.	Professional studies coursework, including field experiences, proposed in the regulations shall be designed for completion within a baccalaureate degree program.

Administering the Regulations:

- Education programs shall address the competencies set forth in the regulations, and the program requirements must be documented and submitted to the Department of Education for review and approval.  
Note: This is a requirement in the current regulations.

DRAFT PROPOSED REVISIONS—Specializations, Concentrations and Semester-Hour Requirements

Early/Primary Education PreK-3, Elementary Education PreK-6, and Special Education

- Require a minimum of six semester hours of Reading to address the competencies.

Discussion included the following:

- Dr. Wright noted that this competency concept is widely misunderstood. She said that in the licensure regulations, there are credits that need to be earned in order for the department to issue a license on behalf of the Board. The program approval regulations list the expectations of standards and competencies but left it up to higher education institutions to decide on how many courses to take and how many credits will be earned in order to achieve those competencies. When the Board approves the teacher preparation programs they are approved based on what they say they will offer and how students will achieve the competencies. The Board is not approving them for specific courses they are offering.
- Dr. Wright indicated she wants to see minimum coursework in teaching reading, mathematics and science. Some institutions say when they accept students into their program they come from high schools at the top of their class and they already have all of the content knowledge needed to teach elementary education and do not need to take the minimum coursework. Dr. Wright noted she is suggesting that if students pass the content exam for licensure they do not need to take the full range of courses, but there should be a few minimum courses. This new approach is a blend of competency with some minimum requirements.
- Dr. Wright clarified that this is the minimum expected in addition to having the competencies taught in other ways.
- Dr. Wright said that a test out option exist for the competencies except reading.

- Dr. Cannaday asked about the minimum requirements for elementary teachers to obtain an endorsement in reading. Mrs. Pitts said that the minimum requirements are 6 each in reading, English, and social studies, and a minimum of 9 in the areas of mathematics and science because a method of teaching is added to teaching elementary mathematics and science. Dr. Wright said the 21 to 24 clock hours for each of the content areas are in the licensure regulations.

Early/Primary Education PreK-3/Elementary Education PreK-6:

- Allow the following test-out option to demonstrate competencies:
  - ✓ English: complete at least six semester hours in English and pass a rigorous assessment in elementary English prescribed by the Board of Education;
  - ✓ History and social sciences: complete at least six semester hours in history and social sciences and pass a rigorous assessment in elementary history and social sciences prescribed by the Board of Education.
  - ✓ Mathematics: complete at least six semester hours in mathematics, complete a methods of teaching elementary mathematics course, and pass a rigorous assessment in elementary mathematics prescribed by the Board of Education.
  - ✓ Science: complete at least six semester hours in laboratory sciences in two science disciplines, complete a methods of teaching elementary science course, and pass a rigorous assessment in elementary science prescribed by the Board of Education.

Middle Education 6-8

- Require an area of concentration in English, history and social sciences, mathematics, or science with 21-24 semester hours in the concentration area.

Note: An individual who receives a Middle Education 6-8 endorsement in one area through an approved program may add a second area by testing.

Secondary Endorsements

- Require an earned major (or the equivalent) in the endorsement area sought.
- Note: The current *Regulations Governing the Review and Approval of Education Programs in Virginia* do require that teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education.

Special Education-General Curriculum K-12

- Require a specialization (12-15 semester hours) in one of the following areas: English, history and social sciences, mathematics, or science.
- Establish add-on special education-general curriculum endorsements (elementary, middle, and secondary) to early/primary education, elementary education, middle education 6-8, and secondary (English, history and social sciences, mathematics, and science) endorsements.

***Licensure Regulations for School Personnel***

§ 22.1-298.1. Regulations governing licensure

...B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license....

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online

courses, as defined in § 22.1-212.23....

C. The Board of Education's regulations shall include requirements that a person seeking initial licensure:

1. Complete professional assessments as prescribed by the Board of Education...

G. Notwithstanding any provision of law to the contrary, the Board may provide for the issuance of a provisional license, valid for a period not to exceed three years, to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law.

H. The Board's licensure regulations shall also provide for licensure by reciprocity...

§ 22.1-299. License required of teachers.

No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the Board of Education....

***Types of Licenses***

Current Types of Licenses	Draft Proposed Revisions
Provisional License	Issue for two years and require license holder to take licensure assessments within the first two years of the license; grant third year if individual took assessments. [This is proposed to apply to all Provisional Licenses except the Provisional (Career Switcher) License.]
Provisional (Special Education) License	Increase requirements from three semester hours to nine semester hours of specified coursework prior to issuance of the license to individuals without a five-year Virginia teaching license: <ul style="list-style-type: none"> <li>• Characteristics and legal aspects of special education;</li> <li>• IEP implementation; and</li> <li>• Classroom and behavior management.</li> </ul>
Provisional (Career Switcher) License	
Collegiate Professional License	
Postgraduate Professional License	
Teach for America License	Establish the Teach for America License in the regulations (to comport with the 2013 Virginia General Assembly).
Technical Professional License	
School Manager License	
Pupil Personnel Services License	
Division Superintendent License	
International Educator License	Issue the International Educator License for a five-year, instead of a three-year, exchange program. Recognize credential requirements for a qualified teacher in the exchange country.
Local Eligibility License	Delete license type by action of the 2013 Virginia General Assembly.
Online Teacher License	Establish the Online Teacher License by action of the 2012 Virginia General Assembly. The Online Teacher License is a five-year, renewable license valid only for teaching online courses. [Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.]

Discussion included the following:

- How an International License is obtained and how language skills are assessed.

License Assessments Exemption Criteria

Current	Draft Proposed Revisions
Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.	Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) outside of Virginia are exempted from the professional teacher's assessment requirements.

License *Renewal*

Current	Code of Virginia Revision
No current requirement exists for renewal.	<u>Required by the 2013 Virginia General Assembly</u> Any individual licensed and endorsed to teach (i) middle school civics or economics or (ii) high school government or history who is seeking renewal of such license is required to demonstrate knowledge of Virginia history or state and local government by completing a module or professional development course specifically related to Virginia history or state and local government that has a value of five professional development points. This requirement applies for purposes of the individual's next or initial renewal occurring after July 1, 2014.
No current requirement	<u>Required by the 2013 Virginia General Assembly</u> Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

Draft Proposal: New Endorsements

- Engineering
  - Mathematics Specialist for Elementary Education\*
  - Mathematics Specialist for Middle Education\*
  - Add-on Endorsements in Special Education-General Curriculum (Elementary, Middle, and Secondary)
- \*Currently, the endorsement is combined, Mathematics Specialist for Elementary and Middle Education.

Draft Proposal: Endorsement Revisions

- Elementary Education (PreK-3 and PreK-6)
  - ✓ Increase requirements in mathematics and science and provide option for specified requirements and testing.
- Middle Education
  - ✓ Increase requirements in mathematics.
- Early Childhood for Three- and Four-Year-Olds (add-on endorsement)
  - ✓ Expand the endorsement to allow individuals who hold the early childhood special education endorsement to add the endorsement.

- Speech/Language Pathology
  - ✓ Discontinue issuing an initial license with an endorsement in Speech/Language Pathology; individuals will seek a license from the Virginia Board of Examiners for Audiology and Speech Pathology.
- Career and Technical Education: Industrial Cooperative Training (ICT)
  - ✓ Discontinue issuing the ICT endorsement.
- Administration and Supervision
  - ✓ Revise the alternate route to add the option of a combination of graduate-level coursework and a research-based program approved by the Department of Education.

#### Draft Proposal: Professional Studies Requirements

- Human Development and Learning
- Curriculum and Instruction
- Classroom and Behavior Management
- Assessment of and for Learning
- The Teaching Profession
- Reading
- Supervised Classroom Experience

#### Revisions In Section VII

- Revisions to Section VII-Revocation, Cancellation, Suspension, Denial, and Reinstatement of Teaching Licenses will be proposed, including additional reasons for actions against licenses and procedural changes.

#### ***Regulations Governing the Employment of Professional Personnel***

##### §22.1-302. Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and regulations

- A. A written contract, in a form prescribed by the Board of Education, [emphasis added] shall be made by the school board with each teacher employed by it, except those who are temporarily employed, before such teacher enters upon his duties. Such contract shall be signed in duplicate, with a copy thereof furnished to both parties....
- C. A separate contract in a form prescribed by the Board of Education, [emphasis added] shall be executed by the school board with such employee who is receiving a monetary supplement for any athletic coaching or extracurricular activity sponsorship assignment. This contract shall be separate and apart from the contract for teaching....

#### Components of Current Regulations

- Definitions
- Contractual period defined
- Contract to be in writing
- Length of the probationary term
- Calculating term for first year of teaching
- Probationary period for principal or supervisor
- Probationary period when employee separates from service
- Effect of service outside the Virginia system
- Eligibility for continuing contract
- Continuing contract status when employee separates from service
- Contract to be separate and apart from annual or continuing contract
- Termination notice required

- Purpose of a uniform hiring process
- Three-phase employment process
- Appendix A. Contract Forms
- Appendix B. Listing Of Essential Contract Elements

*Procedure for Adjusting Grievances*

§ 22.1-308. Grievance procedure

- A. The Board of Education shall prescribe a grievance procedure which shall include the following:
1. Except in the case of dismissal or placing on probation, a first step which shall provide for an informal, initial processing of a grievance by the most immediate appropriate supervisor through a discussion;
  2. A requirement that all stages of the grievance beyond the first step be in writing on forms prescribed by the Board of Education and supplied by the school board;
  3. A requirement that in reducing the grievance to writing, the teacher shall specify the specific relief sought through the use of the procedure;
  4. The right of the grievant and the respondent to present appropriate witnesses and be represented by legal counsel and another representative;
  5. Reasonable time limitations, prescribed by the Board, for the grievant to submit an initial complaint and to appeal each decision through the steps of the grievance procedure which shall correspond generally or be equivalent to the time prescribed for response at each step;
  6. Termination of the right of the grievant to further appeal upon failure of the grievant to comply with all substantial procedural requirements of the grievance procedure without just cause;
  7. The right of the grievant, at his option, upon failure of the respondent to comply with all substantial procedural requirements without just cause, to advancement to the next step or, in the final step, to a decision in his favor;
  8. A final step which shall provide for a final decision on the grievance by the school board;
  9. The provisions of §§ [22.1-309](#) through [22.1-313](#).
- B. Representatives referred to in subsection A 4 of this section may examine, cross-examine, question and present evidence on behalf of a grievant or respondent in the grievance procedure without being in violation of the provisions of § [54.1-3904](#).
- C. Nothing in the procedure shall be construed to restrict any teacher's right to seek or a school division administration's right to provide customary review of complaints that are not included within the definition of a grievance.

Discussion included the following:

- The Board had questions concerning requirements for teachers' license renewal. Mrs. Pitts said that individuals in Virginia are fingerprinted at the time of employment and questions are asked about felonies, misdemeanors, etc. Mrs. Pitts said these questions are not asked for renewal of a license.
- Mrs. Pitts said that a new policy is being developed that will require individuals to

respond to questions for license renewal. Mrs. Pitts said data of individuals applying for a license are also loaded into the system with a national clearing house to ensure that individuals who have had problems in other states are given due process to come before the Board to possibly receive a license. Mrs. Pitts said that a section on expired licenses is being proposed for the regulations.

### ***INTERNATIONAL BENCHMARKING***

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this topic.

#### ***The Program for International Student Assessment (PISA)***

Mrs. Loving-Ryder introduced the following presenters from the National Center for Educational Statistics (NCES):

- Dr. Dana Kelly, U. S. PISA co-national project manager and U. S. representative, PISA Governing Board
- Dr. Dan McGrath, director, NCES international activities program and vice chair, U. S. PISA governing board.

Dr. Kelly's presentation included the following:

#### **Program for International Student Assessment (PISA)**

- PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy.
- Each PISA data-collection effort assesses one subject area in depth. All three subject areas are assessed in each cycle so that participating countries have an ongoing source of achievement data in every subject area.
- Also includes measures of general or cross-curricular competencies, such as problem solving.

#### **PISA**

- A study of the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of 34 industrialized countries.
- Conducted in the United States by NCES
- First administered in 2000 and conducted every three years. Most recent was fall 2012. Next is 2015.
- 65 countries and education systems in 2012

#### **PISA 2012**

- National sample for United States + 3 states
  - Connecticut, Florida, and Massachusetts
- What was assessed?
  - Mathematics (focus area), science, and reading literacy
  - Computer-based mathematics, reading, problem solving (national only)
  - Financial literacy (national only)
- Results for participating nations and states to be released December 3, 2013
  - Problem solving and financial literacy reported in 2014
- OECD international reports
- NCES national report
- NCES International Data Explorer
- School-level reports – interactive website

- Preliminary summer 2013
- Final January 2014

#### State Participation in PISA 2012

- Folded into national administration
- Reporting:
  - Included in OECD's international report and database
  - Included in NCES' U.S. national report and International Data Explorer
  - School-level reports

#### PISA 2015

- Fall 2015
- Assessment: science, reading, mathematics and collaborative problem solving.
  - Science: new framework, major domain
  - Collaborative problem solving is new
- Questionnaires: student, school, teacher (new)
- All computer-based

The Board discussion included the following:

- Mr. Braunlich asked how students in the U.S. are tracked when comparing student cohorts between the U. S. and other countries.
- Mr. Foster asked how schools are chosen to be a representative of the state. Dr. Kelly said that the international contractor provided a list of eligible schools using NCES data files identifying all schools in the U. S. with 15 year-old students. Dr. Kelly said that forty-two students were randomly selected at each school.
- Dr. Cannaday asked how what students are learning outside of the classroom is captured. Dr. Kelly said students are asked about their outside learning experiences and parents education level and employment.
- Mrs. Sears asked about socioeconomic questions. Dr. Kelly said these types of questions are asked after the assessment.

#### **PISA for Schools**

Mrs. Loving Ryder presented this item. Her presentation included the following:

#### PISA for Schools

- Known as the *OECD Test for Schools* (based on PISA) in the United States
- Intended for use by schools
- Provides descriptive information and analyses on the skills and creative application of knowledge of 15-year-old students in reading, mathematics, and science, comparable to existing [PISA scales](#)

#### PISA for Schools OECD Test for Schools

- Since 2010 and under the guidance of the [PISA Governing Board \(PGB\)](#), the OECD has carried out the development of the assessment and the implementation of the pilot in collaboration with schools and local partners in different countries.
- The OECD completed the international pilot trial of the assessment in March 2013.
- Students respond to approximately 2 hours of test questions in reading, mathematics and science and answer a 30-minute student questionnaire.
- The testing experience for a student lasts approximately 3 to 3.5 hours (with instructions and break periods).
- In addition, school authorities (e.g., principals) of participating schools will be asked to complete a questionnaire on their school.

What Information Does the OECD Test for Schools Provide?

- Assesses students' ability to apply the knowledge they have acquired.
- Provides information about how students compare with their peers in other countries.
- Based on student and principal questionnaires, provides information on the learning environment within schools and in classrooms, teacher-student relations, and students' attitudes towards and engagement in learning.
- Results and information for individual students is not reported.

**OECD Test for Schools Pilot**

Mrs. Loving-Ryder introduced the following presenters of the OECD for School Pilot panel:

- Dr. Jack D. Dale, superintendent, Fairfax County Public Schools
- Dr. James G. Merrill, superintendent, Virginia Beach City Public Schools
- Dr. Cheryl Askew, Principal, Ocean Lakes High School., Virginia Beach City Public Schools
- Mrs. Kathy Smith, member, Fairfax County School Board

Virginia Beach City Public Schools

Dr. James Merrill and Dr. Cheryl Askew gave an overview of the process used for the OECD Test for the Virginia Beach City Public Schools. This presentation did not include a PowerPoint.

The discussion included the following:

- Mrs. Edwards asked how students were motivated to get involved with PISA. Dr. Askew said that letters were sent to parents with sample questions and parents were given the opportunity to opt students out of the test. Dr. Askew said nine-teen students did not participate and ninety-seven students took the test.
- Dr. Cannaday asked about faculty involvement in the discussions. Dr. Askew said a copy of the report and questions designed for discussion was presented.
- Dr. Cannaday asked how military families are included. Dr. Askew said that Virginia Beach is part of a military connective grant which involves a counselor's visit with a military student group.
- Dr. Wright clarified that the purpose of PISA for schools is not to test every child in a school and to give the parent and student results, it is only to test enough for a representative sample to draw a conclusion about the school.
- Mrs. Sears asked if the diagnostics done on students correlates with PISA. Dr. Merrill said their diagnostics are used to determine student performance.

Fairfax County Public Schools

Dr. Jack D. Dale and Mrs. Kathy Smith presented a PowerPoint presentation that included the following:

OECD Test for Schools Pilot

- 125 Schools in Canada, UK and US including 10 schools from FCPS
- 48 School Districts
- 6 magnets, 6 charters and 1 private school included
- 7,400 students tested during May and June 2012
- 75 students per school targeted
- Reading, Math, and Science are assessed
- Students also completed a questionnaire about classroom management and relationships with teachers

#### Students' Self-efficacy in Mathematics

- Self-efficacy in mathematics: Students' belief in their ability to overcome difficulties or obstacles to solving math problems
- Confidence that one will be able to solve a problem is a precursor to investing the time and effort needed to tackle it

#### Next Steps for FCPS

- Network with other schools in the US that participated in the PISA pilot
  - America Achieves Event
  - EdLeader21
- Share the results with all FCPS schools
  - Pyramid Planning
  - Benchmarking against the best
  - Leadership Conference- Pasi Sahlberg
  - Division Strengths/Challenges
- Examine FCPS/VA/US policies to ensure they are supportive of the best conditions for learning

Discussion included the following:

- The cost ranges from \$50-\$75 per student with participation of approximately 50-75 students per school to have a valid sample.

### **National Assessment of Educational Progress (NAEP) and Trends in International Mathematics and Science Study (TIMSS)**

Mrs. Loving-Ryder presented this item. Her presentation included the following:

#### What is NAEP?

- The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what students across the United States know and can do in various subjects.
- Results are provided for states as well as for the nation in some subject areas.

#### What is TIMSS?

- The Trends in International Mathematics and Science Study (TIMSS) is an international assessment that measures student learning in mathematics and science.
- Since 1995, it has provided reliable and timely data on the achievement of United States fourth- and eighth-grade students in these subjects compared to that of students in other countries.

#### What is the NAEP/TIMSS Linking Study?

- The National Center for Education Statistics (NCES) initiated this study in an effort to link national and international assessments at grade 8 so that states can compare their own students' performance against international benchmarks.
- The linking study was conducted in 2011 at grade 8 in mathematics and science. NCES will link, or "project," state-level scores on TIMSS in both subjects using data from NAEP.

#### Goals for the Study

- Estimate a link between the 2011 Grade 8 NAEP and TIMSS assessments at the national level for Mathematics and Science.
- If appropriate, use this link to provide predicted TIMSS results for all jurisdictions that took the 2011 Grade 8 NAEP assessments.
- Evaluate the accuracy of the predictions and use this research for future linking of national and international assessments.

*Overview of NAEP-TIMSS Linking Study*

	NAEP-TIMSS Validation Study	NAEP-TIMSS Linking Study
Jurisdictions	Alabama, California, Colorado, Connecticut, Florida, Indiana, Massachusetts, Minnesota, and North Carolina	All States
Results	Actual TIMSS scores based on participating as a state in TIMSS	Projected TIMSS Scores based on NAEP performance
Release of Results	December 11, 2012 Boston College/IEA Release of International TIMSS/PIRLS Report; NCES Release of National Report	Anticipated Summer 2013

The Board discussed the following:

- Information on the number of students participating in Grade 8 math and science will be released this winter.
- Important to communicate to parents and the community that the results of the NAEP assessments describe an average performance in Virginia.

*Options for International Benchmarking in Virginia*

Mrs. Loving-Ryder presented this item. Her presentation included the following:

<b>Key Information for State-level Participation in International Assessments</b>							
<b>How to apply to participate in international assessments to obtain results at the state-level</b>							
<ul style="list-style-type: none"> <li>• Contact NCES to express interest in participating. States must use the U.S. national data collection contractor in order to ensure compatibility of state and national administration of assessments. Contractors for all studies are still to be determined.</li> <li>• Negotiate a contract with the national data collection contractor by the deadline in the table.</li> </ul>							
Study	Administration Schedule	Estimated Cost*	Minimum Sample Size**	Age/ Grade Level	Subjects	NCES contact	Deadlines
<b>PISA</b>	2015 (fall)	\$600,000	50 schools  1,500 students	15-year-olds	Mathematics, Reading, Science, Collaborative problem solving	Dana Kelly <a href="mailto:Dana.kelly@ed.gov">Dana.kelly@ed.gov</a> 202-219-7101	Contact NCES: 3/1/2014  Contract in place: 5/1/2014 (let NCES know if there are any delays in the state's procurement process)
<b>PIRLS</b>	2016 (spring)	TBD	50 schools  1,700 students	4 <sup>th</sup> - graders	Reading Literacy	Sheila Thompson <a href="mailto:Sheila.thompson@ed.gov">Sheila.thompson@ed.gov</a> 202-502-7425	Contact NCES: 1/1/2015  Contract in place: 3/1/2015 (let NCES know if there are any delays in the state's procurement process)

<b>TIMSS</b>	2015 (spring)	\$650,000 for one grade, \$1,100,00 for both grades	50 schools  1,700 students	4 <sup>th</sup> - 8 <sup>th</sup> - or 12 <sup>th</sup> - graders	Grade 4 and 8: Mathematics, Science Grade 12: Calculus, Physics	Stephen Provasnik <a href="mailto:Stephen.provasnik@ed.gov">Stephen.provasnik@ed.gov</a> 202-502-7480	Contact NCES: 1/1/2014  Contract in place: 3/1/2014 (let NCES know if there are any delays in the state's procurement process)
<b>PIAAC</b>	Off-cycle administration available starting in 2013  Next main study 2021	\$3 million	1,500 adults	16 to 74 year olds	Literacy, Numeracy, Problem Solving in technology rich environments, and Reading components	Eugene Owen <a href="mailto:Eugene.owen@ed.gov">Eugene.owen@ed.gov</a> 202-502-7422  Stephen Provasnik <a href="mailto:Stephen.provasnik@ed.gov">Stephen.provasnik@ed.gov</a> 202-502-7480	Contact NCES: 7/15/2014  Contract in place: 9/15/2015 (let NCES know if there are any delays in the state's procurement process)

**Participation in Off Cycle Administration of PISA**

Study	Administration Schedule	Estimated Cost	Minimum Sample Size**	Age/ Grade Level	Subjects	NCES contact	Deadlines
<b>PISA</b>	2013(fall)	\$1,200,000 to \$1,800,000	50 schools  1,500 students	15-year-olds	Mathematics (focus area), science, and reading literacy Computer-based mathematics, real problem solving (national only) Financial literacy (national only)	Dana Kelly <a href="mailto:Dana.kelly@ed.gov">Dana.kelly@ed.gov</a> 202-219-7101	Contract in place: June 1, 2013

\*Estimates are for minimum required sample and based on prior history, costs may change and states may want larger samples to support analyses of student sub-groups. Final cost will be negotiated with the contractor.

\*\*Sample sizes may vary depending on reporting needs.

The discussion included the following:

- Samples of test questions will be available but actual test questions are only available at NCES.
- PISA for schools is not an option for states but will be continued by schools.
- There will be a PISA linkage with NAEP in 2015.
- Board members expressed concerns regarding:
  - ✓ achievement gap of black students
  - ✓ reading scores of Hispanic and black students
  - ✓ economically disadvantaged students
  - ✓ investing in a program without knowing what the results will be

## ***ACCOUNTABILITY FOR STUDENT LEARNING***

### ***Gaining on the Gap: Changing Hearts, Minds, and Practice***

This item was presented by the following:

- Dr. Robert Smith, associate professor, George Mason University and former superintendent, Arlington County Public Schools and co-author
- Mr. Timothy Cotman, co-author, and Minority Achievement coordinator, Arlington County Public Schools

The presentation included the following:

#### Context: Arlington Students

- 9/30/10 Enrollment: 21,241
- Students by Civil Rights Category:
  - White: 46%
  - Hispanic: 28%
  - Black: 11%
  - Asian: 10%
  - Multiple: 5%
- 126 Countries
- 98 Languages
- 32% receive free/reduced-priced meals
- 42% second-language learners
- 32% Limited English Proficiency
- 18% receive ESOL/HILT services

#### Organization Conditions

- Admit to problem and put the data that demonstrate the problem front-and-center in a form that can be understood easily
- Measure and report progress consistently
- Make the goal of eliminating or narrowing gaps a priority for everyone in the organization
- Distribute equitably resources directed toward achieving the goal
- Implement interventions that focus on key variables early and consistently

#### Key Variables

- Expectations of students, staff, and parents
- Quality of instruction, teaching, and relationships
- Access to opportunities
- Parent and Community Involvement

*Percent Passing Sol Test by Group*

	Year	Asian	Black	Hispanic	White	Total
	2009	94	77	84	96	90
	2008	95	74	82	96	90
	2007	93	73	79	96	88
	2006	90	72	78	95	87
	2005	93	73	82	96	89
% Passed SOL's	2004	90	70	75	96	87
	2003	89	67	74	95	85
	2002	87	63	69	93	82
	2001	82	57	66	91	78
	2000	79	50	57	89	75
	1999	73	46	52	86	71
	1998	69	37	47	82	65
<b>Percent Increase 1998-2009</b>		<b>38</b>	<b>108</b>	<b>79</b>	<b>17</b>	<b>38</b>

*Achievement Gap by Percentage Points Difference by Year*

	YEAR	ASIAN	BLACK	HISPANIC
% Point Gap	2009	2	19	12
	2008	1	22	14
	2007	3	23	17
	2006	5	23	17
	2005	3	23	14
	2004	6	26	21
	2003	6	28	21
	2002	6	30	24
	2001	9	34	25
	2000	10	39	32
	1999	13	40	34
	1998	13	45	35
<b>Percent of Gap Removed 1998-2009</b>		<b>85</b>	<b>57</b>	<b>66</b>

The discussion included the following:

- Gaps in passing rates between ethnic groups
- The importance of committed and supportive superintendent and school administration
- Recognizing that part of a successful program is changing how students see race

### **Experience in Closing the Achievement Gap**

Dr. Wright introduced the following presenters:

- Dr. Rita Bishop, superintendent, Roanoke City Public Schools
- Ms. Jennifer Dean, principal, Westside Elementary School, Roanoke City Public Schools

The presentation included the following:

#### Effective Principal and Leadership

- Shared vision
- Shared leadership
- Servant leadership

#### Effective Teachers

- The number one key to success is an effective teacher
- Teachers that want to be here
- Teachers that build relationships with students
- Teachers that feel supported

#### More Instructional Time

- Maximize instructional time within the day
- Minimize distractions
- Minimize transition time

#### Use Data to Drive Instruction

- Benchmark Testing 4 times a year to monitor instruction and student progress
- Use istation data to progress monitor reading
- Aimsweb data to progress monitor fluency and comprehension
- Maintain a data room where weekly grade level meetings are held
- Data discussions on a consistent basis
- 8 step process-Plan-Do-Act-Check
- Use data to build professional development plans

#### A Culture of High Expectations for All

- Expecting our students to perform at or above the district average in all subjects
- Expecting teachers to meet individual goals that they set
- Expecting continued growth from year to year in all areas

The discussion included the following:

- Superintendents and principals can learn from this process
- Suggested placing information about achievement gaps on the Department of Education Web site to highlight school division successes.

## ***CURRENT AND FUTURE CONSIDERATIONS FOR STATE ACCOUNTABILITY***

### ***Update on the Virginia Assessment Program: Maximizing the Power of Online Testing***

Mrs. Loving-Ryder presented this item. Her presentation included the following:

#### **Opportunities Available with Online Testing**

- Technology-Enhanced Items
  - increases ability to test higher order thinking skills
  - allows assessment to more closely mirror classroom instruction
  - permits addition of research-based supports to improve access for students with disabilities
- Students compose the short papers associated with the SOL writing tests on the computer

#### **Continuing to Explore Innovations Available with Online Testing: Next Steps**

- Study to explore the feasibility of using “artificial intelligence” to score the short paper component of the SOL writing test
- Studies looking at the administration of online tests on handheld “tablets”
- Study of accessibility features for visually-impaired students
- Pilot of computer adaptive testing

#### ***Overview of Computer Adaptive Testing***

##### **Current Testing System**

- All students taking a particular test (grade 7 mathematics) take one of several versions
- Test forms are constructed by testing contractor staff and reviewed by Department staff and by committees of educators
- All students must demonstrate the same level of achievement to be considered proficient or advanced regardless of the version of the test they take
- All students must still demonstrate the same level of achievement to be considered proficient or advanced
- However, instead of each student responding to the same test items contained in a particular version of the test, the computer customizes the items administered to the individual student

##### **Cat**

- In CAT, the computer scores the student’s responses to a test item and selects the next item based on the student’s response
- CAT is iterative in that the process of choosing questions, scoring responses, and selecting new items is repeated throughout the test

##### **Advantages of CAT**

- Improved security since students in the same test session are responding to different items.
- May provide increased opportunities for retests Efficient and secure mechanism for online delivery
  - Can use flexible administration windows
  - Simplifies form construction process
  - May allow for shorter testing times
- Increased precision of measurement, especially for high-performing and struggling students
- May improve student motivation because content is administered at a more engaging level of difficulty, especially for struggling students
- Well-suited for measuring growth

##### **CAT Pilot**

- Planned for fall 2013 and spring 2014

- Grade 7 mathematics and Grade 8 reading
- Results of pilot will inform decision to move forward with the use of CAT for operational testing

#### Cost Associated with Moving to CAT

- Initial cost increase to implement CAT system
- Item/test development costs should decrease once CAT is fully implemented
- Test administration costs will depend on number of tests taken

The discussion included the following

- Oregon, Hawaii, Delaware use some computer adapted tests to administer state exams.
- The Board agreed to move ahead with pilots and continue plans for this type of assessment.

#### **Current and Future Considerations for State Accountability: Changes to the Standards of Accreditation**

Mrs. Anne Wescott, assistant superintendent for policy and communication presented this item. Her presentation included the following:

##### Replacing the emergency regulations with permanent regulations:

- To comport with HB 1061 and SB 489, passed by the 2012 General Assembly, the Board of Education approved emergency regulations on June 28, 2013. These regulations have just completed the executive review process and were signed by the Governor on April 9, 2013. They will be published in the Virginia Register on May 6, and will become effective on June 5, 2013. The emergency regulations will expire after one year and are to be replaced with the permanent regulations that the Board will be considering later this spring and this summer.
- As the regulatory review process can be lengthy, there is a provision in § 2.2-4011 of the *Code of Virginia* that emergency regulations can be extended for an additional six months. It is our understanding that virtually all emergency regulations require such an extension. As it is possible that the permanent regulations will not become effective within 18 months because of the lengthy regulatory review process, the Board may wish to consider using the fast-track process permitted by the Administrative Process Act to make the emergency regulations permanent.
- The emergency regulations require, beginning with first-time ninth graders in the 2013-2014 school year, that students earn a career and technical education credential that has been approved by the Board in order to graduate with a Standard Diploma. This credential could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.
- The emergency regulations fold the Modified Standard Diploma into the Standard Diploma, and require the Board of Education to establish credit accommodations for students with disabilities through guidelines. The Board of Education approved those credit accommodations on March 28, 2013.
- The emergency regulations require that students pursuing a Standard or Advanced Studies Diploma successfully complete one virtual course, which may be a noncredit-bearing course.
- The Standard Technical Diploma and the Advanced Technical Diploma, which have never been implemented, are eliminated.
- Both the legislation and the emergency regulations specify that the Advanced Studies Diploma shall be the recommended diploma for students pursuing baccalaureate study, and that both the Standard and the Advanced Studies Diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy.

Amending the regulations to comport with 2013 legislation:

- HB 1999, SB 1167, and SB 1207 require the Board to approve student growth indicators to be used in the Standards of Accreditation and in teacher evaluations.
- HB 2028 and SB 986 require students, beginning with the ninth-grade class of 2016-2017, to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform CPR in order to be awarded a Standard or an Advanced Studies Diploma.
- HB 2346 requires at least two lock-down drills every year, one in September and one in January. The SOA currently requires one simulated lock-down and crisis emergency evacuation activity, to be conducted early in the school year.

Closing the achievement gap and strengthening accountability:

- What changes are needed to close the achievement gap?
- How can student growth indicators be incorporated into accreditation?
- What best practices from Virginia school divisions, other states, or other countries could be incorporated?
- Are other changes needed in the accreditation requirements?

Other changes:

- Which provisions in the SOA are outdated and no longer necessary?
- Which provisions could be simplified or streamlined?
- What new provisions are needed to address changes in technology?
- What technical or editorial changes are needed?

There will be an Accountability Committee meeting in May to further discuss revisions to the Standards of Accreditation.

Mr. Foster thanked Dr. Wright and staff for their excellent presentations and Board members for their thoughtful comments.

***ADJOURNMENT OF PLANNING SESSIONS***

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting at 5:17 p.m.

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President

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

**BUSINESS SESSION**

April 25, 2013

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mr. David M. Foster, President  
Mrs. Betsy D. Beamer, Vice President  
Mrs. Diane T. Atkinson  
Dr. Oktay Baysal  
Mr. Christian N. Braunlich

Dr. Billy K. Cannaday, Jr.  
Mrs. Darla M. Edwards  
Mrs. Winsome E. Sears  
Mrs. Joan E. Wodiska

Dr. Patricia I. Wright, Superintendent  
of Public Instruction

Mr. Foster called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Mr. Foster asked for a moment of silence, and led in the Pledge of Allegiance.

***RECOGNITIONS***

A Resolution of Recognition was presented to Kellie Blair Hardt, a recipient of the 2013 Horace Mann Awards for Teaching Excellence. Ms. Hardt is a teacher at Grace E. Metz Middle School, Manassas Public Schools.

***APPROVAL OF MINUTES***

Mrs. Beamer made a motion to approve the minutes, with amendments announced by Mr. Foster, of the March 28, 2013, meeting of the Board. The motion was seconded by Mrs. Wodiska and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

## ***PUBLIC COMMENT***

The following persons spoke during public comment:

- Peter Kim spoke on co-naming the Sea between Korea and Japan in textbooks of Virginia Public Schools
- Barbara Laws spoke on the proposed revised *Fine Arts Standards of Learning*
- Mac Damron spoke on the proposed revised *Fine Arts Standards of Learning*
- Joyce Zsembery spoke on the proposed revised *Fine Arts Standards of Learning* g
- Steve King spoke on the proposed revised *Fine Arts Standards of Learning*
- John Brewington spoke on the proposed revised *Fine Arts Standards of Learning*
- Erica Helm spoke on the proposed revised *Fine Arts Standards of Learning*
- Jean Shackelford spoke on the proposed revised *Fine Arts Standards of Learning*
- David Burton spoke on the proposed revised *Fine Arts Standards of Learning*
- Susan Mallory-Parker spoke on the proposed revised *Fine Arts Standards of Learning*
- Michael Gettings spoke on the proposed revised *Fine Arts Standards of Learning*
- Patricia Franklin spoke on the proposed revised *Fine Arts Standards of Learning*

## ***PRESIDENTS LISTENING TOUR***

Mr. Foster announced that the next President's Tour will be held in Fauquier County at Kettle Run High School on Thursday, May 16<sup>th</sup>, at 6:30 p.m. Mrs. Sears will join Mr. Foster for the tour.

## ***Consent Agenda***

Mr. Braunlich made a motion to approve the consent agenda. The motion was seconded by Mrs. Wodiska and carried unanimously.

## ***Final Review of Financial Report on Literary Fund***

With the Board's approval of the Consent Agenda, the Board approved the financial report (including all statements) on the status of the Literary Fund as of December 31, 2012.

## ***Action/Discussion Items***

### ***Final Review of the Proposed Amendments to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8 VAC 20 131) Addressing Public Virtual Schools (Proposed Stage)***

This item was presented by Mrs. Anne Wescott, assistant superintendent for policy and communications. Mrs. Westcott's presentation included the following:

- As amended by HB1215 (2012 General Assembly), § 22.1-253.13:3.A of the *Code of Virginia* (the Standards of Quality) states:

The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

- Several changes are recommended to the proposed regulations:
  1. The definitions of “blended instruction,” “traditional school setting,” and “virtual school setting” would be deleted for clarity, as would the new language in the definition of “school.”
  2. The definition of “public virtual school” would be revised for clarity, and would be defined as “a school under the authority of the local school board where a student receives instruction primarily electronically, using the Internet or other computer-based methods.”
  3. Language would be added to permit licensed personnel employed by the public virtual school provider to supervise student testing for the Virginia assessment program. The original provision was to require licensed personnel employed by the school division to supervise student testing.
  4. Language would be added to specify that any teacher providing instruction in a full-time virtual school must hold a valid Virginia teaching license and be appropriately endorsed by the Board of Education for their assignment.
  5. Language would be added to require that the required Internet connection must be a broadband connection.
  6. The local school board would be required to develop a policy that students who are unable to afford the necessary technology, including the hardware and the broadband connection to the Internet, shall be provided with these items at a reduced price or free of charge. The policy shall provide for the reduction or waiver of charges for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them. This shall include, but not be limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless.
  7. A new provision would require the local school board to develop a policy that students who are unable to afford the necessary technology, including the hardware and the broadband connection to the Internet, shall be provided with these items at a reduced price or free of charge.
  8. The language about the waiver of the 140-clock hours would be modified to permit the waiver if the content of the course is comparable to a course that would otherwise require 140 clock hours of instruction in a non-virtual setting and, upon completion, the student would be able to demonstrate mastery of the course.
  9. An amendment would be added to require a full time public virtual school to have a learning management system that provides secure and appropriate access to the virtual learning environment; supports the creation and management of content and assessments; provides communication tools that facilitate synchronous and asynchronous discussion and collaboration among learners and teachers; and supports the collection, management, and reporting of data on learning outcomes.
  10. Student engagement would be required to be monitored. If a student fails to interact with the learning management system every day, the public virtual school principal or designee would be required to contact the student’s parent or guardian.

Discussion by the Board included the following:

- Mrs. Wodiska said she was pleased that the proposed document included feedback from public comment. Mrs. Wodiska indicated her areas of focus were on how to ensure universal access for students, how to ensure high quality instruction, and how to enable, accelerate, and encourage local creativity of public virtual schools.
- Mr. Foster added the definition for Learning Management System (LMS) as follows: A Learning Management System (LMS) is a technology platform through which online courses are accessed by students and teachers. The LMS facilitate the delivery, management, tracking, and reporting of content, student and teacher interactions and learner progress.
- Mrs. Edwards suggested the role of parents be considered to monitor guidance.
- Mrs. Atkinson suggested the word "software" be added to paragraph D on page 9 of the proposed document. Language was removed from paragraph D regarding the details of the local school board policy.
- Paragraph B on page 9 was deleted.
- "School" was added to paragraph L on page 10, before "day"

Dr. Baysal made a motion to accept for final review the proposed amendments with changes to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (Final Stage). The motion was seconded by Dr. Cannaday and carried unanimously.

The proposed amendments to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*, as approved by the Board, are as follows:

**Proposed Amendments to the  
*Regulations Establishing the Standards for Accrediting Public Schools in Virginia*  
8 VAC 20-131  
Standards of Accreditation**

**8VAC20-131-5. Definitions.**

The following words and terms apply only to these regulations and do not supersede those definitions used for federal reporting purposes or for the calculation of costs related to the Standards of Quality (§ 22.1-253.13:1 et seq. of the Code of Virginia). When used in these regulations, these words shall have the following meanings, unless the context clearly indicates otherwise:

"Accreditation" means a process used by the Virginia Department of Education (hereinafter "department") to evaluate the educational performance of public schools in accordance with these regulations.

"Additional test" means a test, including substitute tests approved by the Board of Education that students may use in lieu of a Standards of Learning test to obtain verified credit.

"Class period" means a segment of time in the school day that is approximately 1/6 of the instructional day.

"Combined school" means a public school that contains any combination of or all of the grade levels from kindergarten through grade 12. This definition does not include those schools defined as elementary, middle, or secondary schools.

"Elementary school" means a public school with any grades kindergarten through five.

"Eligible students" means the total number of students of school age enrolled in the school at a grade or course for which a Standards of Learning test is required unless excluded under the provisions of 8VAC20-131-30 F and 8VAC20-131-280 D relative to limited English proficient (LEP) students.

"Enrollment" means the act of complying with state and local requirements relative to the registration or admission of a child for attendance in a school within a local school division. This term also means registration for courses within the student's home school or within related schools or programs.

"First time" means the student has not been enrolled in the school at any time during the current school year (for purposes of 8VAC20-131-60 with reference to students who transfer in during the school year).

"Four core areas" or "four core academic areas" means English, mathematics, science, and history and social science for purposes of testing for the Standards of Learning.

"Graduate" means a student who has earned a Board of Education recognized diploma, which includes the Advanced Studies, Advanced Technical, Standard, Standard Technical, Modified Standard, Special, and General Achievement diplomas.

"Homebound instruction" means academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or a licensed clinical psychologist.

"Learning management system" (LMS) means a technology platform through which online courses are accessed by students and teachers. The LMS facilitates delivery, management, tracking, and reporting of content, student and teacher interactions, and learner progress.

"Locally awarded verified credit" means a verified unit of credit awarded by a local school board in accordance with 8VAC20-131-110.

"Middle school" means a public school with any grades 6 through 8.

"Planning period" means one class period per day or the equivalent unencumbered of any teaching or supervisory duties.

"Public virtual school" means a school under the authority of the local school board where a student is enrolled full-time and receives instruction primarily electronically, using the Internet or other computer-based methods.

"Recess" means a segment of free time exclusive of time provided for meals during the standard school day in which students are given a break from instruction.

"Reconstitution" means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

"School" means a publicly funded institution where students are enrolled for all or a majority of the instructional day and:

- Those students are reported in fall membership at the institution;
- At a minimum, the institution meets the preaccreditation eligibility requirements of these regulations as adopted by the Board of Education.

"Secondary school" means a public school with any grades 9 through 12.

"Standard school day" means a calendar day that averages at least five and one-half instructional hours for students in grades 1 through 12, excluding breaks for meals and recess, and a minimum of three instructional hours for students in kindergarten.

"Standard school year" means a school year of at least 180 teaching days or a total of at least 990 teaching hours per year.

"Standard unit of credit" or "standard credit" means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in 8VAC20-131-110.

"Standards of Learning (SOL) tests" means those criterion-referenced assessments approved by the Board of Education for use in the Virginia assessment program that measure attainment of knowledge and skills required by the Standards of Learning.

"Student" means a person of school age as defined by § 22.1-1 of the Code of Virginia, a child with disabilities as defined in § 22.1-213 of the Code of Virginia, and a person with limited English proficiency in accordance with § 22.1-5 of the Code of Virginia.

"Student periods" means the number of students a teacher instructs per class period multiplied by the number of class periods taught.

"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.

"Virginia assessment program" means a system used to evaluate student achievement that includes Standards of Learning tests and additional tests that may be approved from time to time by the Board of Education.

8VAC20-131-185. Public virtual schools.

- A. Public virtual schools shall meet all of the laws and regulations required of all other public schools, unless otherwise specified in this section.

Instruction in a public virtual school shall be designed to accommodate all students, including those identified with disabilities in accordance with the Individuals with Disabilities Education Act or § 504 of the Rehabilitation Act, as amended, those identified as gifted, and those who have limited English proficiency. Any school division providing instruction to students in a virtual school setting must have written policies and procedures that address service delivery to accommodate all students. Instruction provided by a public virtual school must comport with the requirements of the Standards of Learning and career and technical education competencies, and must be provided by teachers licensed by the Board of Education and endorsed in the subjects in which they provide instruction.

Students enrolled in a public virtual school shall be required to take all applicable Virginia assessment program tests in a secure, controlled and proctored environment under the supervision of licensed personnel employed by a local school division or the public virtual school provider and trained in administering the tests.

If a student enrolled in a public virtual school participates in a career and technical education course that requires cooperative education/work-based experience, the safety training provided in the virtual classroom must be equivalent and related to the safety training given at a worksite. To achieve the competencies related to the use of equipment/machinery may require on-site instruction during the course, which may be conducted in a classroom laboratory or in a work-based instructional environment in which any safety requirements would apply.

- B. Any teacher providing instruction in a full-time virtual school in Virginia shall hold a valid Virginia teaching license and shall be appropriately endorsed for their assignment by the Board of Education.
- C. Each student enrolled in a public virtual school shall have access to the necessary technology for participation in public virtual school courses, such as a computer and printer, and to a broadband Internet connection for school work purposes. The local school board shall develop a policy that students who are unable to afford the necessary technology, including the hardware, software, and the broadband connection to the Internet, shall be provided with these items. In addition, students and teachers shall have the necessary technical security to ensure student safety while using the computer for school work.

Technical support services and training shall be provided to assist in the resolution of technical problems for teachers and students.

New and experienced online teachers employed to instruct students in the public virtual school shall participate annually in professional development for online teaching.

- D. The requirement for 140-clock hours of instruction to earn a standard unit of credit may be waived if the content of the course is comparable to a course that would otherwise require 140 clock hours of instruction in a non-virtual school setting and, upon completion, the student will be able to demonstrate mastery of the course.
- E. Section 22.1-98 of the Code of Virginia requires the length of the school term to be not less than 180 teaching days or 990 teaching hours in any school year unless there are severe weather conditions or other emergency situations resulting in the closing of the school. Furthermore, students who complete their course requirements in fewer than 180 days or 990 hours (a standard school year) are still subject to § 22.1-154 of the Code, the compulsory attendance law. The school division shall develop policies and procedures to ensure that the student is in compliance with the compulsory attendance law throughout the school year.

Where a student has mastered the course content and completed all course requirements in fewer than 180 days or 990 hours, the school shall enroll the student in the next course level or in another course, provide remediation if needed, focus on increasing the student's academic proficiency, provide enrichment, or meet the student's academic needs in another way as determined by school board policies.

- F. Each local school board that authorizes a public virtual school must develop a written policy to ensure that all students receiving instruction in a public virtual school setting have access to adequate and appropriate library resources sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.
- G. Guidance counseling and other student support services shall be available to students in the public virtual school from appropriately licensed and endorsed personnel.
- H. Extracurricular activities and eligibility requirements for students in virtual school settings shall be established and approved by the superintendent and the school board.
- I. Public virtual schools are exempt from the requirements in 8 VAC 20-131-260, related to school facilities and safety, unless the public virtual school is operated in a stand-alone facility.
- J. A full time public virtual school shall have a learning management system that provides secure and appropriate access to the virtual learning environment; supports the creation and management of content and assessments; provides communication tools that facilitate synchronous and asynchronous discussion and collaboration among learners and teachers; and supports the collection, management, and reporting of data on learning outcomes.
- K. Student engagement shall be monitored. If a student fails to interact with the learning management system every school day, the public virtual school principal or designee shall contact the student's parent or guardian.

- L. The public virtual school principal or designee shall be responsible for:
1. Analyzing the school's test scores annually, by grade and by discipline, to:
    - a. Direct and require appropriate prevention, intervention, and/or remediation to those students performing below grade level or not passing the SOL tests;
    - b. Involve the staff of the school in identifying the types of staff development needed to improve student achievement and ensure that the staff participate in those activities; and
    - c. Analyze classroom practices and methods for improvement of online instruction;
  2. Ensuring that student records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve the student's performance, are included in the record;
  3. Monitoring and evaluating the quality of instruction, providing staff development, providing support that is designed to improve instruction, and seeking to ensure the successful attainment of the knowledge and skills required for students by the SOL tests and for college and career readiness;
  4. Maintaining records of students who drop out of school, including their reasons for dropping out and actions taken to prevent these students from dropping out;
  5. Notifying the parents of rising eleventh-grade and twelfth-grade students of:
    - a. The number of standard and verified units of credit required for graduation; and
    - b. The remaining number of such units of credit the individual student requires for graduation;
  6. Maintaining a current record of licensure, endorsement, and in-service training completed by staff; and
  7. Maintaining records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.
- All of the records, reports, and other information maintained by the public virtual school related to these documents, student scholastic records, and any other record or document maintained by the public virtual school shall be made available as may be necessary to the school board, superintendent, and school board employees.
- M. Public virtual schools shall provide all policies and procedures unique to enrollment and matriculation in the public virtual school to parents prior to enrollment and post such information for the public on the school division's Web site.
- N. Public virtual schools shall develop policies and procedures regarding the monitoring of student attendance, notification of parents and students regarding attendance issues and related disciplinary actions, and maintenance of records of attendance and this information shall be provided to parents prior to enrollment.
- O. Information regarding student accountability and assessment shall be provided to the parents prior to enrollment. Public virtual schools shall develop policies and procedures to ensure that each student shall be assessed annually to determine what remediation and other support structures are needed to help the student achieve academic success. As determined by the school division, traditional and non-traditional assessments, such as state assessments and portfolios, may be used as part of this annual assessment process.

**Final Review of Recommended Cut Scores for the Grades 3, 5, and 8 Science and Grades 5, 8, and End-of-Course (EOC) Writing Standards of Learning Tests Based on the 2010 Science and English Standards of Learning (SOL)**

Mrs. Shelley Loving-Ryder, assistant superintendent, division of student assessment and school improvement, presented this item.

Mrs. Beamer made a motion to adopt cut scores representing the achievement levels of *pass/proficient* and *pass advanced (advanced/college path for EOC writing only)* for the science and writing tests as follows. The motion was seconded by Mrs. Edwards and carried unanimously.

- Grade 3 Science: 24 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 5 Science: 24 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 8 Science: 27 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 5 Writing: 30 out of 46 for pass/proficient, and 40 out of 46 for pass/advanced
- Grade 8 Writing: 31 out of 48 for pass/proficient, and 41 out of 48 for pass/advanced
- EOC Writing: 33 out of 54 for pass/proficient, and 46 out of 54 for advanced/college path

**Final Review of Recommended Cut Scores for the Virginia Modified Achievement Standards Test (VMAST) for Grades 3-8 and End-of-Course (EOC) Reading Based on the 2010 English Standards of Learning**

Mrs. Loving-Ryder also presented this item.

Dr. Cannaday made a motion to adopt cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 and EOC VMAST reading assessments as follows. The motion was seconded by Mr. Braunlich and carried unanimously.

- Grade 3: 7 out of 32 for fail/basic, 19 out of 32 for pass/proficient, and 28 out of 32 for pass/advanced
- Grade 4: 8 out of 32 for fail/basic, 19 out of 32 for pass/proficient, and 28 out of 32 for pass/advanced
- Grade 5: 8 out of 32 for fail/basic, 19 out of 32 for pass/proficient, and 28 out of 32 for pass/advanced
- Grade 6: 10 out of 36 for fail/basic, 21 out of 36 for pass/proficient, and 32 out of 36 for pass/advanced
- Grade 7: 10 out of 36 for fail/basic, 22 out of 36 for pass/proficient, and 32 out of 36 for pass/advanced
- Grade 8: 10 out of 36 for fail/basic, 22 out of 36 for pass/proficient, and 31 out of 36 for pass/advanced
- EOC: 24 out of 44 for pass/proficient, and 38 out of 44 for pass/advanced

**Final Review of Proposal to Establish the following Governor's Health Science Academies:  
Hampton City Public Schools; and Newport News Public Schools and York County Public  
Schools**

Ms. Lolita Hall, director of career and technical educational services, presented this item. Ms. Hall recognized the following representatives from Hampton City Public Schools and Newport News City Public Schools:

Hampton City Public Schools

Dr. Patricia Johnson, deputy superintendent for curriculum and instruction  
Dr. Donna Woods, executive director for school leadership  
Mr. Jesse White, career and technical education curriculum leader  
Mr. Ralph Saunders, principal, Bethel High School  
Ms. Kathleen May, program coordinator for health and medical science academy

Newport News City Public Schools

Dr. Crystal, instructional supervisor, career and technical education  
Mr. Patrick Finneran, director, corporate and government relations  
Mrs. Patty Chaney, program administrator, Warwick High School

Mrs. Edwards made a motion to approve the proposals to establish the Hampton City Public Schools Governor's Health Sciences Academy; and the Newport News Public Schools and York County Public Schools Governor's Health Sciences Academy. The motion was seconded by Dr. Cannaday and carried unanimously.

**First Review of Proposed Regulations Governing the Operation of Private Schools for  
Students with Disabilities ( 8 VAC 20-670-10 et seq.) (Final Stage)**

Dr. Sandra Ruffin, director of federal program monitoring in the office of special education and student services, presented this item. Mrs. Carolyn Hodgins, monitoring specialist for private day schools, assisted Dr. Ruffin with questions from Board members.

Dr. Ruffin's presentation included the following.

- There are 123 private schools for students with disabilities that are licensed by the Board of Education. These schools are serving 2,819 public pay students, 1,121 private pay students, and 317 students placed by other states.
- The revised proposed regulations provide standards for quality specialized education and services for students enrolled in private schools. The new regulations provide clarity to provisions for the management and conduct of schools and standards for programs offered by the schools to include policies and procedures to ensure safe learning environments and the protection of children in their care. The regulations require a standard school day and school year consistent with that of the public school and an instructional program offering the core subjects -- English, mathematics, science, and history/social science.
- With repeal of the *Standards for Interdepartmental Regulation of Children's Residential Facilities, 22 VAC 42-11-10 et seq.*, and outdated information in the Board's *Regulations Governing the Operation of Private Day Schools*, one set of regulations for both private day and residential schools would be beneficial

for the private school providers, public schools, licensing agencies, and families of students served in the schools.

Authority – *Code of Virginia, Chapter 16. Schools for Students with Disabilities.*

Title 22.1. Education, Chapter 16 of the Code of Virginia outlines the provisions for schools for students with disabilities. The Board of Education shall make regulations not inconsistent with law for the management and conduct of schools. The regulations may include standards for programs offered by the schools. The Board may authorize the Superintendent to issue licenses to operate schools.

Section 22.1-323. Licenses generally. No person shall open, operate or conduct any school for students with disabilities in this Commonwealth without a license to operate such school issued by the Board of Education. A License shall be issued for a school if it is in compliance with the regulations of the Board.

Section 22.1-323.2. Licensure of services delivered in group homes and residential facilities for children A. The Department of Education shall cooperate with other state departments in fulfilling their respective licensing and certification responsibilities regarding educational programs offered in group homes and residential facilities in the Commonwealth. The Board shall promulgate regulations allowing the Department of Education to assist and cooperate with other state departments.

B. The Board's regulations shall address the educational services required to be provided in such group homes and residential facilities as it may deem appropriate to ensure the education and safety of the students.

- The Virginia Department of Education (VDOE) staff held a meeting with stakeholders on February 6, 2013, and on March 27, 2013. The February 6 meeting provided the VDOE's response to each of the 111 comments received during the public comment period. The meeting provided collaborative exchange of views that helped to clarify and reconstruct sections of the proposed regulations for improved consistency with the requirements of public schools and other state licensing agencies – the Departments of Social Services (DSS) and Behavioral Health and Developmental Services (DBHDS).
- The stakeholders represented the Virginia Council of Private Education (VCPE), Virginia Association of Independent Special Education Facilities (VAISEF), an association of Virginia private providers of specialized educational services for children and youth with special needs and their families, and program administrators from private day and residential schools. Of the 123 private schools for students with disabilities licensed by the Board, 105 schools (85 percent) were represented at one or both meetings. Eighty-two (82) schools are members of the VAISEF.
- The meeting on March 27, 2013, provided a review of the changes made to the proposed regulations following the stakeholder meeting held on February 6, 2013. The meeting resulted with some technical changes and minor revision to the section concerning maintenance of student records.
- The VDOE has received a letter from the VAISEF and several private school providers in support of the revised proposed regulations.
- There were nine substantive provisions to the revised proposed regulations. Several other revisions were made with assistance from stakeholders to provide clarification and consistency with language used by the DSS and DBHDS.

The chart provides a summary of the substantive provisions and the Department's actions.

Number of Comments	Recommendations/Concerns	VDOE's Actions
VAISEF organization and 80 individuals who posted comments supporting the VAISEF's recommendations	Recommended adding to Section 671-30 that the Department be allowed to grant exceptions for good cause.	Agree. Added to Section 671-30 C. The licensing agency may make exception to the requirements of this chapter for good cause.
VAISEF organization and 78 individuals who posted comments supporting the VAISEF's recommendations	Section 671-330 B. Requiring two years of coursework or two years of full-time successful work with children may make it challenging for some programs to find qualified support staff. Recommended consistency with other licensing agency's requirement for residential child care staff.	Agree. Changed Section 671-330 B. to: Paraprofessionals and other ancillary staff shall be at least 18 years of age (21 years of age preferred), at a minimum hold a high school diploma or General Educational Development (GED) certificate, have experience working with children or completed coursework in a related field and work under the supervision of qualified staff.
VAISEF plus 78 individuals who posted comments supporting the VAISEF's recommendations	Section 671-350 H. Requirement for 15 additional hours of annual training is vague and creates time demands that may interfere with other necessary task. Teachers are required to engage in professional development to maintain their license.	Agree. Changed 671-350 H. to: Each full-time staff shall annually receive professional development applicable to their job duties.
VAISEF organization plus 79 individuals who posted comments supporting the VAISEF's recommendations	The construction of Section 671-370. A. 1-4. seems to imply items 1. through 4. are from the Virginia Uniform Statewide Building Code which they are not. Request to make enumerated items new sections.	Agree. Changed 671-370. A. 1-4 to 370 A.-- E. Each provision to stand as an individual requirement.
VAISEF organization plus 78 individuals who posted comments supporting the VAISEF's recommendations and 32 additional stakeholders	671-370 A. 2. The 50 square feet per occupant requirement would adversely affect current schools. They would have to reduce their census to comply thereby losing revenue and having to reduce staff. Ask that current programs be grandfathered and that the requirement, if necessary, be set at 50 net per student not per occupant.	Agree. Changed Section 671-370 C. to 50 square feet per student and added clarification. Schools established after the effective date of these regulations and new classrooms added to existing buildings shall provide 50 square feet of classroom or instructional area per student excluding classroom fixtures.
VAISEF organization plus 78 individuals who posted comments supporting the VAISEF's recommendations	671-380 C. Recommend the number of required tornado drills be the same as required for public schools.	Agree. Changed Section 671-380. C. to require at least one tornado drill consistent with public schools. Also added is requirement for at least one earthquake drill annually.
VAISEF organization plus 78 individuals who posted comments supporting the VAISEF's recommendations	671-760 B. If fireproof file cabinets which are best practice are required, a grace period to allow programs to budget for expensive cabinets is recommended.	Agree. Changed Section 671-760 B. to require fire resistant file cabinets as required by other licensing agencies.

Discussion by the Board included the following:

- Section 671-50 – Dr. Wright clarified that a provisional license is given to a school when there is a compliance issue to give the school a due notice period to make the correction. This is not an initial license.
- Section 671-150 – The Board agreed to at least one unannounced visit, striking "announced" from paragraph 1.
- Section 671-170 – The Board asked for clarification of the revocation process.

- Section 671-210 - Board members felt that everyone at residential schools in contact with students should undergo background checks. Board members discussed deleting references to those who "work alone with students" and those whose "employment requires direct contact with students." Dr. Wright clarified that there are different types of background checks authorized by the *Code* and the Board's authority regarding background checks is driven by the *Code*. The Board also asked staff to check on regulations for background checks on individuals working at residential schools who are not in the educational community.
- Section 671-320 – the *Code of Virginia* allows a school to use a substitute teacher for ninety days. Board members expressed concern that students can be taught the majority of their academic year by substitute teachers who may not have the requisite knowledge to teach.
- Section 671-330 – Board members asked for clarification as to why the two years of experience in the field for paraprofessionals was deleted. Staff noted that some facilities have had the best success doing in-service training. Board members noted that the regulations could allow for in-service training in lieu of the two years experience.
- Section 671-350 – Some Board members expressed concern about removal of the minimum 15-hours professional development. Staff noted that there is quite a bit of professional development required for specific areas of responsibility, and since school divisions are often the placing agency, they too require professional development. Staff also noted that there are additional training requirements of social services and the department of behavioral health. Board members asked that these references to agencies or documents be indicated in the regulations. Board members asked staff to clarify the following:
  - ✓ Inconsistency between annual professional development requirement and monitoring/licensing requirement for at least one visit every three years.
  - ✓ The licensure regulations refer only to teachers but the requirement for professional development is for full-time staff and all full-time staff are not teachers. The Board asked staff if there is a gap in capturing paraprofessionals.
- Section 671-370 - The Board requested the language regarding 50 square feet to indicate that "at least" 50 square feet be provided.
- Section 671-380 – The Board asked staff to consider adding a requirement for a safety drill in the event of an intruder, mirroring legislation passed by the 2013 General Assembly for public schools.
- Sections 630, 640, 660, and 700 – The Board requested uniformity regarding parental notification of policies related to these behaviors.
- Throughout the proposed document there are timelines regarding notification (671-690, 671-700, etc.), but the timelines are not consistent. Some require reporting "as soon as possible," while some require reporting "immediately," and some require reporting "within 24 hours." The Board noted the preference for "immediately" and asked staff to examine the proposed document for consistency.
- The Board asked to what extent parents were involved in the proposed document.

The Board accepted for first review the revisions to the final stage for the proposed *Regulations Governing the Operation of Private Schools for Students with Disabilities*.

**First Review of Recommendation of the Advisory Board on Teacher Education and Licensure to Establish an Online Teacher License in the Licensure Regulations for School Personnel (Proposed Stage)**

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts' presentation included the following:

- As amended by HB 578 of the 2012 General Assembly, Section 22.1-298.1 of the *Code of Virginia* states:

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching online courses. Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.
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- In September 2012, the Board of Education approved the Notice of Intended Regulatory Action (NOIRA), which is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA) and Executive Order 14 (2010). The NOIRA was filed with the Virginia Registrar, and the public comment period for the NOIRA concluded on December 19, 2012.
- A Work Group was established to draft a proposal for review by the Advisory Board on Teacher Education and Licensure. The following individuals participated on the Online Teacher License Work Group on February 26, 2013:

Work Group – Online Teacher License

Dr. Lyle Evans, Assistant Superintendent for Human Resources, Chesterfield County Schools  
Reginald Fox, Coordinator of Online Learning, York County Schools  
Cheri Kelleher, Charlotte County, Virtual Virginia  
Dr. Rachel Potter, Director of Graduate Teacher Education, Mary Baldwin College  
Allison Powell, Vice President-State and District Services, International Association for K-12 Online Learning  
David T. Rankin, Manager of Online Learning, Chesterfield County Schools  
Elmer Seward, Supervisor of Instruction, Virtual Virginia

Department of Education Staff

Dr. Mark Allan, Director of Licensure and School Leadership  
Dr. Tammy McGraw, Director of Educational Technology  
Lan Neugent, Assistant Superintendent for Technology, Career, and Adult Education  
Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

- The Work Group's recommendation was presented to the Advisory Board on Teacher Education and Licensure (ABTEL) on March 18, 2013. The Advisory Board members unanimously recommended that the revisions to the *Licensure Regulations for School Personnel* be presented to the Board of Education with one amendment to the Work Group's proposal. The additional amendment by ABTEL proposes that individuals seeking the Online Teacher License must complete a three-semester-hour course in "Online Instructional Procedures." Attached are the proposed amendments to establish the Online Teacher License in the *Licensure Regulations for School Personnel*.
- The amendments would revise section 8VAC20-22.10 (Definitions) to define "accredited virtual school or program" and the "Online Teacher License:"

“Accredited virtual school or program” means a virtual school or program accredited by one of the accrediting agencies recognized by the Virginia Department of Education. School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

“Online Teacher License” means a five-year, renewable license valid only for teaching online courses. [Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.]

- Section 8VAC 20-22-50 (Types of licenses, dating licenses) sets forth the requirements for the Online Teacher License:

10. Online Teacher License. The Online Teacher License is a five-year, renewable license valid only for teaching online courses. [Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.]

- a. The individual is required to meet requirements for an endorsement in a content (teaching) area, professional studies requirements, and qualifying scores on professional teacher’s assessments as prescribed by the Virginia Board of Education. In addition, the individual must complete a three-semester-hour course in online instructional procedures.

Online instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of online learning and online instructional strategies and the application of skills in the ability to: use the Internet for teaching, learning, and management; design, deliver, and support instruction in an online environment; adapt strategies for a variety of course models (e.g., synchronous and asynchronous); select, adapt, and create rich multimedia for instruction; adapt Individualized Education Program requirements to online course practices, as appropriate; use data to meet individual students needs; and employ innovative teaching strategies in an online environment. Demonstrated proficiency of advanced skills in the following must be addressed: use of communication technologies to interact with and engage students, parents, and mentors; use of education technologies; management of instructional activities in a technology-mediated environment; and nontraditional content delivery methods.

- b. Online teaching experience is not acceptable to meet the full-time teaching experience for other license types, such as a division superintendent license, or for endorsements, such as for the reading specialist, school counselor, or administration and supervision endorsements. The Online Teacher License may be issued, if requirements have been met, as one of the following licenses to individuals teaching only online courses:

- (1) Online Teacher (Postgraduate Professional) License--a five-year, renewable license available to an individual who has qualified for the Online Teacher Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited college or university.
- (2) Online Teacher (College Professional) License--a five-year, renewable teaching license available to an individual who has satisfied all requirements for licensure, including an earned baccalaureate degree from a regionally accredited college or university, endorsement and professional studies requirements, and the professional teacher’s assessments prescribed by the Board of Education, or
- (3) Online Teacher (Technical Professional) License--a five-year, renewable teaching license available to an individual who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, technical

competency, and occupational experience; and meets the requirements specified in 8VAC20-22-50. An individual seeking an Online Teacher Technical Professional License must be recommended for the license by a Virginia public school, Virginia accredited nonpublic school, or an accredited virtual school program.

- c. A nonrenewable Online Teacher (Provisional) License may be issued for a period not to exceed three years to an individual who has allowable deficiencies for full licensure as set forth in Section 8VAC20-22-90B of these regulations. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). Individuals must complete all requirements for a renewable Online Teacher License within the validity period of the license.
- The following amendments also are proposed in establishing the Online Teacher License:
    - ✓ An individual seeking a license through an alternate route may use one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program in lieu of the supervised teaching experience. (8VAC20-22-90B)
    - ✓ The alternate route in special education is not applicable to the Online Teacher License. (8VAC20-22-90C)
    - ✓ The Online Teacher License is a renewable license, and individuals without a master's degree may complete three-semester-hours of pedagogy of online instructional coursework toward renewal. (8VAC20-22-110A and 8VAC20-22-110E).

The Board discussed the following:

- Mr. Braunlich asked if there is a way to create a certification program for teachers who want to become online teachers. Mrs. Pitts said that teachers who want to showcase their experience could get certification from a college or university, or an endorsement could be created by the Board for a voluntary online endorsement.
- Dr. Cannaday discussed pathways for teachers to go from teaching in a classroom to online teaching, emphasized the importance of highly qualified teachers, and asked about the competencies for an online teacher with a technical professional license.
- Mrs. Wodiska asked for justification of the additional 3 semester hours for online instructional procedures.

The Board accepted for first review the proposed amendments to the *Licensure Regulations for School Personnel* (Proposed Stage).

**First Review of Recommended Cut Scores for the Virginia Grade Level Alternative (VGLA) Assessments for Grades 3-8 Reading and Grades 3, 5, and 8 Science Based on the 2010 English and Science Standards of Learning (SOL)**

Mrs. Shelley Loving-Ryder presented this item. Mrs. Loving-Ryder's presentation included the following:

- The Virginia Grade Level Alternative (VGLA) was developed in 2004-2005 to assess the achievement of students with disabilities who are unable to demonstrate their attainment of the Standards of Learning through multiple-choice tests. A compilation of student work called a Collection of Evidence that

represents the student's achievement of the Standards of Learning represented in the test blueprint is prepared for students participating in VGLA. These collections of evidence are scored by local school division staff using a rubric supplied by the Virginia Department of Education, and the scores from 10 percent of the collections are audited by professional scorers hired by Virginia's testing contractor.

- To meet the requirements of the federal No Child Left Behind (NCLB) Act, beginning in 2006-2007, LEP students at the lowest levels of English proficiency were permitted to participate in the VGLA in the area of reading only. The NCLB Act requires that all LEP students who have been in the United States for at least a year must be tested in reading. Because attaining proficiency in English typically takes three to five years, even with intensive instruction, an alternative reading assessment was needed for these students.
- In 2010, the General Assembly passed legislation phasing out the VGLA for reading and mathematics for students with disabilities. The last administration of the VGLA in mathematics was in 2011 and the last administration of the reading VGLA for students with disabilities was in spring 2012. The VGLA is still available in the areas of writing, science, and history for students with disabilities and in reading for LEP students.
- Beginning with the spring 2013 administration, the VGLA Collections of Evidence for LEP students in grades 3-8 reading and for students with disabilities in grades 3, 5, and 8 science will be prepared based on the revised *2010 English and Science Standards of Learning*. Because of this change in content, new cut scores that represent the minimum number of points a student must earn to be considered *fail/basic*, *pass/proficient*, and *pass/advanced* on the VGLA for grades 3-8 reading and *pass/proficient* and *pass/advanced* on the VGLA for grades 3, 5, and 8 science must be adopted by the Virginia Board of Education.
- In March 2013, standard setting committees of Virginia educators were convened to recommend to the Board of Education the scores that should represent the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for LEP students who are submitting VGLA Collections of Evidence for grades 3-8 reading and scores that should represent the achievement levels of *pass/proficient* and *pass/advanced* for students with disabilities who are submitting VGLA Collections of Evidence for grades 3, 5, and 8 science.
- Because the VGLA is an alternative assessment for the SOL tests, the standard setting committee members first reviewed the SOL test for the particular content area, focusing on the cut scores that had been recommended to the Board to represent *fail/basic* (reading only) *pass/proficient*, and *pass/advanced*. Committee members were asked to recommend cut scores on the VGLA that would represent the same level of achievement as required by the cut scores representing *fail/basic*, *pass/proficient* and *pass/advanced* on the SOL test.
- The Board is asked to review the recommendations of the standard setting committee and to adopt "cut" scores in May 2013 for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the VGLA reading assessments and *pass/proficient* and *pass/advanced* for the VGLA science assessments.

The Board accepted for first review cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 reading assessments and *pass/proficient* and *pass/advanced* for the grades 3, 5, and 8 science assessments as follows:

#### Reading

- Grade 3: 31% of the total possible points for fail/basic, 63% of the total possible points for pass/proficient, and 85% of the total possible points for pass/advanced
- Grade 4: 31% of the total possible points for fail/basic, 61% of the total possible points for pass/proficient, and 86% of the total possible points for advanced
- Grade 5: 34% of the total possible points for fail/basic, 61% of the total possible

- points for pass/proficient, and 87% of the total possible points for pass/advanced
- Grade 6: 35% of the total possible points for fail/basic, 61% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced
- Grade 7: 34% of the total possible points for fail/basic, 64% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced
- Grade 8: 39% of the total possible points for fail/basic, 63% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced

#### Science

- Grade 3: 58% of the total possible points for pass/proficient, and 86% of the total possible points for pass/advanced
- Grade 5: 58% of the total possible points for pass/proficient, and 85% of the total possible points for pass/advanced
- Grade 8: 52% of the total possible points for pass/proficient, and 84% of the total possible points for pass/advanced

### **First Review of Proposed Revised Fine Arts Standards of Learning**

Mrs. Cheryle Gardner, principal specialist for fine arts, presented this item. Mrs. Gardner's presentation included the following:

- The Board of Education adopted a schedule for review of and revisions to the Standards of Learning in October 2012, as part of its comprehensive plan. Accordingly, the *Fine Arts Standards of Learning* are scheduled for review in 2012-2013.

*Code of Virginia 22.1-253.13:1-2* By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

- The *Fine Arts Standards of Learning* were adopted by the Board of Education on April 26-27, 2006. The current standards may be viewed online at [http://www.doe.virginia.gov/testing/sol/standards\\_docs/fine\\_arts/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml).
- On February 23, 2012, the Board of Education waived first review and approved the timeline for reviewing the current standards. Upon approval of the timetable, the following actions occurred:
  - ✓ Received public comment on the 2006 *Fine Arts Standards of Learning*.
  - ✓ Identified Dance Arts, Music, Theatre Arts, and Visual Arts Standards of Learning revision team members.
  - ✓ Met for three days with the four fine arts review teams to analyze comments and to incorporate them into a revised *Fine Arts Standards of Learning* draft document.
  - ✓ Circulated the proposed draft *Fine Arts Standards of Learning* to the field, the executive board and membership of each of the four fine arts professional organizations, fine arts educators at institutions of higher education, and fine arts institutions.

- ✓ Collected field comments and incorporated them as appropriate into the current proposed draft.
- A wide variety of constituents have been consulted regarding the revisions to the 2006 *Fine Arts Standards of Learning*. The various concerns and priorities of those constituents have been incorporated whenever possible within the proposed draft of the *Fine Arts Standards of Learning*. A comparison of the 2006 to 2013 *Fine Arts Standards of Learning* by grade level and course is presented in Attachment A. Attachments B, C, D, and E contain strikethrough versions of the visual arts standards, music standards, dance arts standards, and theatre arts standards respectively.
- Public comment was carefully considered and suggestions were incorporated into the draft standards as appropriate. Much of the feedback was positive and indicated that the standards were an excellent “next step” for the continued integration of the fine arts into educational practice.

The Board accepted for first review the revisions to the *Fine Arts Standards of Learning*.

### **First Review of Proposal to Establish the Pulaski County Public Schools Governor’s STEM Academy**

Ms. Lolita Hall presented this item. Ms. Hall recognized the following representatives from Pulaski County Public Schools: Dr. Thomas Brewster, division superintendent; Ms. Debbie Hodges, coordinator of instructional technology and academic support; Ms. Mary Rash, assistant principal, Pulaski County High School; and Mr. Michael Barbour, chairman of the school board.

Ms. Hall’s presentation included the following:

- Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. On November 29, 2007, the Board of Education approved the criteria to establish a Governor’s STEM Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor’s Career and Technical Education Exemplary Standards Awards Program, which all Career and Technical Academies must implement.
- As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) is currently reviewing the attached proposal. Their report and recommendation is expected by May 8 prior to the second review of the proposal by the Board of Education (Attachment B). Staff members of the Virginia Department of Education (DOE) have reviewed the proposal in the context of the Board’s criteria. An executive summary of the proposal is in Attachment A. Attachment C is the report from the review by the DOE. Attachment D is the complete proposal.
- Currently, there are 18 Governor’s STEM Academies in Virginia. They are located in Arlington County, Carroll County, Chesapeake City, Chesterfield County, Fairfax County, Halifax County, Hampton City, Loudoun County, Lynchburg City, New Kent County, Newport News City, Richmond City, Richmond County, Roanoke County, Russell County, Stafford County, Suffolk City, and Virginia Beach City.
- The proposal for the Pulaski County Governor’s STEM Academy *Pathways to Success* outlines a program that will provide rigorous academic content concentrating on three career pathways: Construction, Production, and Engineering and Technology. Student learning and achievement will be enhanced through the integration of core academics, a STEM-focused curriculum, applied technology, and increased participation in career and technical student organization leadership events. The Academy is a partnership between Pulaski County Public Schools, Pulaski County Chamber of Commerce, Pulaski County Community Development, Pulaski County Board of Supervisors, New River Community College, Virginia

Tech, Caterpillar, OWPR Inc., Appalachian Machine Incorporated, Habitat for Humanity New River Valley, BAE Systems, and Joint Services for Pulaski County. The overall goals of the Pulaski County Governor’s STEM Academy are to provide students with 21<sup>st</sup> century, STEM-enriched technological skills and the knowledge necessary to succeed in postsecondary education and in the world of work. Courses in engineering, electricity, and welding will help prepare students in Pulaski County Public Schools to meet the rigorous work force demands of STEM careers.

The Academy will focus on the following three career pathways within three career clusters:

CAREER CLUSTER	CAREER PATHWAY
Architecture and Construction	Construction
Manufacturing	Production
Science, Technology, Engineering, and Mathematics (STEM)	Engineering and Technology

- Pulaski County High School students selecting the Construction pathway will have the opportunity to earn dual enrollment credits in the core academic areas as well as in electricity. The Virginia Employment Commission’s *Community Profile for Pulaski County* lists construction in its top-five projections for long-term industrial employment for Pulaski County. Students completing this pathway can pursue an Associate of Applied Science Degree in Electrical Engineering Technology or an Associate of Applied Science Degree in Electronics Technology. Completion of these programs will also give students a head start on earning their electrical journeyman license, master electrician license, or contractor license.
- Pulaski County High School students selecting the Production pathway will have the opportunity to earn dual enrollment credits in the core academic areas as well as in welding. Local business and industry leaders have confirmed that this pathway meets both the present and future work force needs of Pulaski County in high-wage, high-skill fields. Pulaski County High School students completing this pathway can pursue a certificate in welding. The certificate program will include welder qualification and certification with the American Society of Mechanical Engineer’s (ASME), Welding and Brazing Qualification, and the American Welding Society (AWS).
- Pulaski County High School students selecting the Engineering and Technology pathway will have the opportunity to earn dual enrollment credits in the core academic areas as well as in drafting and refrigeration and air conditioning. The Virginia Employment Commission’s *Community Profile for Pulaski County* lists heating, air-conditioning, and refrigeration mechanics and installers as growth occupations for Pulaski County. It also lists professional, scientific, and technical services in its top-five projections for long-term industrial employment for Pulaski County. Students completing this pathway can pursue engineering degrees at a four-year postsecondary institution or an Associate of Arts and Sciences Degree in Engineering at New River Community College.
- Pulaski County High School students in all three pathways may take Advanced Placement courses at Pulaski County High School to earn college credit. By taking advantage of course offerings at Pulaski County High School, the Pulaski County Governor’s STEM Academy, and classes through New River Community College, students could earn an associate degree while in high school. All students will be eligible for industry certifications pertinent to their selected pathway, as well as the Workplace Readiness Skills for the Commonwealth examination.
- In summary, the Pulaski County Governor’s STEM Academy will provide students with 21<sup>st</sup> century, STEM-enriched technological skills and the knowledge necessary to succeed in postsecondary education and in the world of work. This will be accomplished through authentic, rigorous, project-based work while building partnerships with parents and community and business leaders to meet these goals.

Mr. Ross Matney, assistant principal and Governor's Academy Administrator, Pulaski County Public Schools, gave a brief PowerPoint summary of the Pulaski County Public Schools Governor's STEM Academy.

Board members congratulated Pulaski County Public Schools and partners on their application. Mrs. Atkinson asked how the placement of students will be determined if more students apply then there are spaces available.

Dr. Baysal suggested that national curriculum be included when the types of curriculum are being developed for the STEM academy. Dr. Baysal offered assistance from Old Dominion University if they are interested in Project Lead the Way, which is a national curriculum developed by Old Dominion University.

The Board accepted for first review the proposal to establish the Pulaski County Public Schools Governor's STEM Academy.

**First Review of Proposal to Establish the following Governor's Health Sciences Academies:**  
**1) Albemarle County Public Schools Governor's Health Sciences Academy; 2) Chesterfield County Public Schools Governor's Health Sciences Academy; 3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy; 4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School; and 5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School**

Ms. Hall also presented this item. Ms. Hall recognized the following representatives from Albemarle County Public Schools, Chesterfield County Public Schools, Cumberland County Public Schools Superintendents' Region 8, and Fairfax County Public Schools:

Albemarle County Public Schools

Dr. Matthew Haas, assistant superintendent  
Mr. Chad Ratliff, assistant director of instruction  
Dr. Fred Diehl, professor of biology, University of Virginia  
Mr. Phil Giaramita, public affairs and strategic communications officer  
Mr. Darah Bonham, assistant principal, Monticello High School  
Mr. Michael Craddock, department chair, Career and Technical Education, Monticello High School  
Ms. Katina Dudley, director of health and medical science

Chesterfield County Public Schools

Dr. Joseph Tylus, director of high school education  
Dr. Beth Teigen, executive director of school administration  
Dr. Nancy Hoover, director of research and evaluation  
Mr. Steven Dimmett, acting principal, Chesterfield Technical Center  
Ms. Barbara Hancock Henley, program manager, career development

Cumberland County Public Schools Superintendents' Region 8

Dr. Amy Griffin, division superintendent  
Mr. Chip Jones, assistant superintendent  
Ms. Linda Staylor, grant writer, Southside Virginia Community College  
Mr. Charles Berkley, career and technical education director, Lunenburg County Public Schools

Fairfax County Public Schools

Mr. Tim Arrington, cluster director  
Ms. Beth Downey, career and technical education administrator  
Cheryl Allen, academy administrator, Falls Church High School  
Mrs. Jill Burrow, career experience specialist  
Mr. Aaron Engley, academy administrator, West Potomac High School

Ms. Hall's presentation included the following:

- On September 7, 2012, the Virginia Department of Education announced planning/implementation grants in the amount of \$10,000 each for establishment of Governor's Health Sciences Academies in the eight superintendents' regions. The Governor's Health Sciences Academy shall consist of partnerships of one or more public school divisions or multiple schools within a school division, healthcare institutions, business and industry, and higher education institutions; and offer rigorous academic content with career and technical instruction. The Academy must include specialty programs within the five career pathways.

Health Sciences Career Cluster

Career Pathways	General Description
Therapeutic Services	Care and treat patients to improve their health over time. Counsel patients and provide them the tools needed to live a healthier and problem-free lifestyle.
Diagnostic Services	Use tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
Health Informatics	Manage health care agencies by overseeing all patient data, financial information and technological applications to health care processes and procedures.
Support Services	Assist health care professionals with a range of administrative and maintenance duties to ensure that the health care environment is maintained.
Biotechnology Research and Development	Discover new treatments and medical technologies to improve human health and advance the overall health science field.

- At least two of the health sciences career pathways must be implemented initially. The remaining three pathways must be fully articulated and implemented within the next three years. Also, the Academy must agree to participate in the Governor's Exemplary Standards Award Program.
- The State Council of Higher Education for Virginia (SCHEV) is currently reviewing the attached proposal. Their report and recommendation is expected by May 8 prior to the second review of the proposal by the Board of Education. Staff members of the Virginia Department of Education (DOE) have reviewed the proposal in the context of the established criteria.

Proposal to Establish the Albemarle County Public Schools Governor's Health Sciences Academy

- The proposed Albemarle County Public Schools Governor's Health Sciences Academy will be located at Monticello High School. It will be available to students in all high schools within Albemarle County and when fully implemented it will have the capacity to enroll 200 students, grades 9-12. To enhance learning experiences for students, the Academy has established extensive partnerships with Charlottesville/Albemarle Technical Education Center, University of Virginia, University of Virginia Healthcare System, University of Virginia School of Medicine, University of Virginia Innovations, Piedmont Virginia Community College, Martha Jefferson Hospital, Virginia Biotechnology Association, Defense Intelligence Agency, Albemarle County Economic Development, Hemoshear, Phthisis Diagnostics, Afton Scientific, Orange Family Physicians, and Charlottesville Sedation Dentistry.
- Beginning in 2013-14, the career pathway programs for Biotechnology Research and Development and Therapeutic Services will be implemented. The three additional pathway programs will be implemented in

subsequent years: Health Informatics in 2014-15; Diagnostic Services in 2015-16; and Support Services in 2016-17.

- The curriculum is designed to prepare students for health-related programs leading to bachelor's degrees, two-year associate degrees, apprenticeships, and employment. The health sciences pathways plans of study will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers such as dentistry, nursing, pharmacy, emergency medicine, radiology, and infection control. Students will engage in case study work, as well as participate in job shadowing, internships, and clinical experiences. Students will explore core content with technology through integrated projects, and focused learning experiences. The curriculum delivery will include dual enrollment and advanced placement coursework.
- Data from the Virginia Employment Commission supports the need for the Academy. Short-term and long-term projections in the healthcare industry indicate a great increase in need for health-related occupations in the Charlottesville Metropolitan Statistical Area Community Profile. Projected job growth in several healthcare fields is expected to increase by 26 percent for registered nurses, dentists, physical therapists, pharmacists, and optometrists.

#### Proposal to Establish the Chesterfield County Public Schools Governor's Health Sciences Academy

- The Chesterfield proposed Academy is a multi-campus model located at the Chesterfield Technical Center, Cosby High School, and Monacan High School. This model combines resources from the high schools' Health Science Specialty Center Programs at the high schools with the health science offerings at the technical center to provide students selected from the 10 high schools in the division opportunities in a broad range of programs within the five career pathways. The Academy will have the capacity to enroll 400 students, grades 9-12.
- The proposed Chesterfield County Public Schools Governor's Health Sciences Academy has established partnerships with Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, John Tyler Community College, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods Retirement Facility, West End Orthopedic, Medical College of Virginia and Wauford Group.
- Beginning in 2013-14, the Academy will offer the pathway plans of study for Diagnostic Services and Therapeutic Services. In 2014-15, the Health Informatics, Support Services, and Biotechnology Research and Development pathways will be fully implemented.
- The health sciences pathways plans of study will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers. Based on students' career interest, the articulated plans of study will provide the foundational skills and work-based experiences that lead to careers in dentistry, nursing, physical and occupational therapy, sports medicine, biotechnologies in medicine and forensics, and medical systems administration.
- The 2010-2011 edition of the Bureau of Labor Statistics Career Guide to Industries reports the health care field will generate 3.2 million new wage and salary jobs between 2008 and 2018. The rate of employment in health care is expected to be approximately 22 percent versus 11 percent for all other industries combined.
- The proposed Chesterfield County Public Schools Governor's Health Sciences Academy is poised to address this need in central Virginia and will be a valuable resource to prepare students to pursue health care careers to meet the Commonwealth's demand.

Proposal to Establish the Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy

- The proposal for Superintendents' Region 8 Governor's Health Sciences Academy consists of partnerships among the counties of: Cumberland, Amelia, Brunswick, Buckingham, Charlotte, Greenville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward; and Southside Virginia Community College, Piedmont Health District, and South Central Workforce Investment Board Region. The Academy's secondary academic and career and technical courses will be offered in each of the participating school divisions and the postsecondary courses, including dual enrollment courses, will be offered at Southside Virginia Community College. The Academy will have the capacity to enroll 200 students, grades 9-12. Beginning in 2013-14, the Academy will implement the Therapeutic Services and Health Informatics Services pathways. In 2014-15, the Biotechnology Research and Development, Diagnostic Services, and Support Services Pathways will be implemented.
- The health sciences pathways plans of study will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers in respiratory therapy, nursing, medical laboratory technology, radiology technology, therapeutic massage therapy; health care data analysis, and dietary and food service in health care institutions.
- According to the Virginia Community College System Community Profile from the Virginia Employment Commission, updated on February 21, 2013, of the 50 largest employers in Southside Virginia, nine are either hospitals or nursing homes. The same profile shows the healthcare occupations are the fourth largest among new hires by the industry and the eighth highest, 9.8 percent, in turnover. In Region 8, currently there are 93,531 workers in health care who are 55 and older and will be retiring soon. The Virginia Employment Commission predicts that an additional 35.4 percent of health care and social assistance workers will be needed by 2020.

Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School

- According to the U.S. Bureau of Labor Statistics, the health sector employment is projected to increase to nearly 18.3 million jobs in 2020. Greater than one million of these jobs will be in the Northern Virginia area. It is imperative that high school students be exposed to the health sciences as a means of increasing knowledge and experiences that may lead to postsecondary degrees in the health care fields, thus helping to meet the demands of Virginia's work force.
- Falls Church High School offers one of six academy programs within Fairfax County Public Schools. Currently, the Falls Church High School Academy offers two health sciences career pathways, Therapeutic Services and Diagnostic Services. The proposed Fairfax County Public Schools Governor's Health Sciences Academy will combine these two pathway offerings with the three additional pathways to offer students a wider range of programs within the cluster.
- Beginning in 2013-14, the Governor's Health Sciences Academy will offer Health Informatics along with Therapeutic Services and Diagnostic Services; Support Services in 2014-15; and Biotechnology Research and Development in 2015-16. The Governor's Health Sciences Academy will be available to students from 25 high schools and will have the capacity to enroll 300 students, grades 10-12. During the initial school year (2013-2014) applications will be accepted for 145 students.
- The Governor's Health Sciences Academy has established an extensive network of healthcare professionals, business and industry, and postsecondary education institutions partners that will provide extended learning opportunities for students through industry tours, job shadow experiences, internships with industry partners specializing in high-tech professions, access to highly ranked medical facilities as well as federal government facilities located close to Fairfax schools. The Academy partners include: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce,

George Mason University – Department of Nursing, Northern Virginia Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Wise Hospice Options, Walgreens Pharmacy, U.S. Department of Homeland Security-- Secret Service, County of Fairfax, VA (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan-Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Patterson Dental, and Pace Dental.

- The health sciences pathways plans of study will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers. Considering students' career interest, the articulated plans of study will provide the foundational skills and work-based experiences that lead to careers in dentistry, nursing, pharmacy, emergency medical services, medical laboratory technology, health care administration, environmental services, and research in biotechnologies and nuclear medicine.
- Highly specialized equipment for the health career specialty programs in dentistry, nursing, and pharmacy is available to enable students' clinical laboratory practice in a safe and supervised learning environment. Opportunities are available for virtual and simulated experiences to further enhance learning. Co-curricular participation in the Health Occupations Student Association (HOSA) provides leadership skills, service learning experiences, networking, and other professional learning opportunities for students.

#### Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School

- West Potomac High School offers one of six academy programs within Fairfax County Public Schools. Currently, the West Potomac High School Academy offers two health sciences career pathways, Therapeutic Services and Diagnostic Services. The proposed Fairfax County Public Schools Governor's Health Sciences Academy will combine these two pathway offerings with the three additional pathways to offer students a wider range of programs within the cluster.
- Beginning in 2013-14, the Governor's Health Sciences Academy will offer Health Informatics along with Therapeutic Services and Diagnostic Services; Support Services in 2014-15; and Biotechnology Research and Development in 2015-16. The Governor's Health Sciences Academy will be available to students from 26 high schools and five centers and will have the capacity to enroll 375 students, grades 10-12. During the initial school year (2013-2014) applications will be accepted for 175 students.
- The proposed Governor's Health Sciences Academy at West Potomac High School has established extensive partnerships among: Fairfax County Public Schools, Northern Virginia Community College Medical Education Campus, Howard University College of Dentistry, Virginia Commonwealth University School of Pharmacy, Columbia University College of Dental Medicine, University of Maryland School of Dentistry, Virginia Dental Association, Inova Health System, Capital Caring Hospice and Palliative Care, and Walgreens. The full-time career experience specialist coordinates with the Academy faculty, students, local business and industry, government, postsecondary education partners to provide students a range of work-based learning experiences from pediatrics to geriatrics, and varying degrees of health/wellness stages from home to other healthcare environments.
- The health sciences pathways plans of study will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers in dentistry, pharmacy, occupational therapy and/physical therapy, medical laboratory technology, and research in biotechnologies. Co-curricular participation in the Health Occupations Student Association

(HOSA) provides leadership skills, service learning experiences, networking, and other professional learning opportunities for students.

- The proposed Governor's Health Sciences Academy at West Potomac High School will provide programs that prepare students for postsecondary education and/or entry into high-demand careers in Northern Virginia.

Representatives from each school division provided a brief summary of the proposed academies.

The Board accepted for first review the following:

- Proposal to Establish the Albemarle County Public Schools Governor's Health Sciences Academy
- Proposal to Establish the Chesterfield County Public Schools Governor's Health Sciences Academy
- Proposal to Establish the Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy
- Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School
- Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School

**First Review to Establish a Revised Composite Index for the Bedford County Public Schools Effective July 1, 2013**

Mr. Kent Dickey, deputy superintendent, presented this item. Mr. Dickey's presentation included the following:

- Effective July 1, 2013, Bedford City will revert to town status within Bedford County, resulting in the dissolution of the Bedford City school division and the Bedford County school division becoming responsible for public education within the new town entity. The current appropriation act (Chapter 3, Item 139 A.4.c.1)-3)) provides that under such city to town reversions, the resulting school division may be provided state funds (and interest rates on Literary Fund loans) based on a composite index established by the Board of Education that is required to be the lowest of the divisions involved in the consolidation or reversion and that is required to be in effect for a period of 15 years for funding purposes. The composite index establishes the relative state and local shares of funding under Virginia's K-12 funding formulas. The Governor must then approve the composite index determined by the Board of Education prior to disbursement of state funds.
- The 2013 General Assembly amended the Chapter 3 provisions requiring the lowest composite index be used for a 15-year period, instead requiring a composite index be established that is between the highest and lowest of the divisions involved in the consolidation or reversion and that the revised index be in effect for a period of five to 15 years. However, the General Assembly grandfathered in the Bedford City and City of Clifton Forge reversions under the Chapter 3 provisions (Clifton Forge reverted to town status under Alleghany County in fiscal year 2002). The amended appropriation act language adopted by the 2013 General Assembly (and awaiting signature by the Governor) is shown below (see bold text under c.4) for language specific to the Bedford City reversion and the revised composite index to be established by the Board for Bedford County).

Item 139 A.4.c.1)-4) of Reenrolled HB1500 (2012-2014 appropriation act amended by the 2013 General Assembly):

c.1) In the event that two or more school divisions become one school division, whether by consolidation of only the school divisions or by consolidation of the local governments, which shall include the transition of a city to town status, all state payments from this item adjusted by the composite index of local ability to pay to such resulting division or interest rates on approved Literary Fund loans shall be made on the basis of a composite index established by the Board of Education, which shall equal the ~~lowest composite index~~ *no lower than the lowest nor higher than the highest composite index* of any of the individual school divisions involved in such consolidation. In addition, the local share of state payments adjusted by the composite index shall also be based on the same ~~lowest~~ composite index of any of the individual school divisions involved in such consolidation. This index shall remain in effect for a period of ~~fifteen years~~ *no less than five nor more than fifteen years*, unless a lower composite index is calculated for the combined division through the process for computing an index figure as set forth above. The Governor shall approve the composite index determined by the Board of Education prior to disbursement of funds under such index. The department shall report to the Chairmen of the House Appropriations and Senate Finance Committees the composite indices approved by the Governor and the board in the event this provision is implemented.

2) In the case of the consolidation of Clifton Forge and Alleghany County school divisions, the fifteen year period for the application of a new composite index ~~pursuant to paragraph c.1) above~~ shall apply beginning with the fiscal year that starts on July 1, 2004. *Notwithstanding the provisions of paragraph c.1) the composite index established by the Board of Education shall equal the lowest composite index that was in effect prior to July 1, 2004, of any individual localities involved in such consolidation, and this index shall remain in effect for a period of fifteen years, unless a lower composite index is calculated for the combined division through the process for computing an index as set forth above.*

3) Pursuant to paragraph c.1) above, if the composite index of a consolidated school division is reduced during the course of the fifteen year period to a level that would entitle the school division to a lower interest rate for a Literary Fund loan than it received when the loan was originally released, the Board of Education shall reduce the interest rate of such loan for the remainder of the period of the loan. Such reduction shall be based on the interest rate that would apply at the time of such adjustment. This rate shall remain in effect for the duration of the loan and shall apply only to those years remaining to be paid.

4) In the case of the consolidation of Bedford County and Bedford City school divisions, the fifteen year period for the application of a new composite index shall apply beginning with the fiscal year that starts on July 1, 2013. Notwithstanding the provisions of paragraph c.1) the composite index established by the Board of Education shall equal the lowest composite index that was in effect prior to July 1, 2013, of any individual localities involved in such consolidation, and this index shall remain in effect for a period of fifteen years, unless a lower composite index is calculated for the combined division through the process for computing an index as set forth above.

- The combined Bedford County school division is eligible to use the lower composite index value of Bedford City for a period of 15 years, unless a lower composite index value is calculated for the combined division during the 15-year period. In the case of Bedford County, the appropriation act pending final enactment by the Governor requires the Board of Education to establish a composite index that equals the lowest composite index that was in effect prior to July 1, 2013, of the divisions involved and to be in effect for a period of 15 years. Effective with fiscal year 2014, this would require the establishment of a composite index for the combined division based on Bedford City's 2012-2014 composite index of 0.3132 in lieu of Bedford County's 2012-2014 index of 0.4268. Subsequent to the Board establishing a revised index for Bedford County, the Governor must then approve the composite index established by the Board prior to disbursement of state funds based on the lower index.

The Board accepted for first review establishing a revised composite index of 0.3132 for the Bedford County Public Schools to be effective July 1, 2013, for a 15-year period as provided in the appropriation act.

**First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at the University of Mary Washington through a Process Approved by the Board of Education**

Mrs. Patty Pitts presented this item. Mrs. Pitt's presentation included the following:

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

**8VAC20-542-20. Administering the regulations**

- A. Professional education programs in Virginia shall obtain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education....
- E. 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....

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

- A. Each professional education program in Virginia shall obtain and maintain national accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or a process approved by the Board of Education.
- B. Each Virginia professional education program seeking accreditation through a process approved by the Board of Education shall be reviewed. A report of the review shall be submitted to the Board of Education in accordance with established timelines and procedures and shall include one of the following recommendations:
  1. Accredited. The professional education program meets standards outlined in 8VAC20-542-60.
  2. Accredited with stipulations. The professional education program has met the standards minimally, but significant weaknesses have been identified. Within a two-year period, the professional education program shall fully meet standards as set forth in 8VAC20-542-60.
  3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC20-542-60. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.
- C. Professional education program accreditation that has been denied may be considered by the Board of Education after two years if a written request for review is submitted to the Department of Education.
- D. Professional education programs in Virginia seeking accreditation through NCATE, TEAC, or an accreditation process approved by the Board of Education shall adhere to the following requirements:
  1. Accredited professional education programs shall be aligned with standards in 8VAC20-542-60; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600.
- E. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education shall follow procedures and timelines as prescribed by the Department of Education...
- Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

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

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

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

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

- Section 207 of Title II of the Higher Education Act (HEA) reporting requirements mandates that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified. A copy of the Board of Education Definition for At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia as Required by the Title II of the Higher Education Act (HEA), revised May 19, 2011, is included in the Appendices of this agenda item.
- The professional education program is the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is responsible for the alignment between the endorsement program competencies and the licensure regulations.
- The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.
- Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, On-site Team's Report of Findings, and Institutional Response (if needed), are part of the review process.
- At the February 15, 2006, meeting, the Board of Education approved a recommendation of the Advisory Board on Teacher Education and Licensure to grant continuing education program [endorsement] approval

to the University of Mary Washington (UMW) and granted continuing [professional education] program approval to the University.

- The following education programs offered at the University of Mary Washington are currently approved by the Virginia Board of Education:

Approved Program Teaching Endorsement Areas:	Undergraduate*	Graduate
Administration and Supervision PreK-12	-	X
Career and Technology Education: Business and Information Technology	-	X
Computer Science	X	X
Elementary Education PreK-12	-	X
English	X	X
English as a Second Language PreK-12	-	X
Foreign Language PreK-12: French	X	X
Foreign Language PreK-12: German	X	X
Foreign Language PreK-12: Latin	X	X
Foreign Language PreK-12: Spanish	X	X
Gifted Education (Add-on endorsement)	-	X
History and Social Sciences	X	X
Journalism (Add-on endorsement)	X	-
Mathematics	X	X
Mathematics – Algebra I (Add-on endorsement)	X	-
Middle Education 6-8	-	X
Music Education: Instrumental PreK-12	X	X
Music Education: Vocal/Choral PreK-12	X	X
Reading Specialist	-	X
Science: Biology	X	X
Science: Chemistry	X	X
Science: Earth Science	X	X
Science: Physics	X	X
Special Education - Adapted Curriculum K-12	-	X
Special Education - General Curriculum K-12	-	X
Speech Communication (Add-on endorsement)	X	-
Theatre Arts PreK-12	X	-
Visual Arts PreK-12	X	X

\*With the exception of the undergraduate programs in Journalism (add-on endorsement), Speech Communication (add-on endorsement), Algebra I (add-on endorsement), and Theatre Arts PreK-12 that will be continued, the undergraduate program endorsement areas are available only to those students who were enrolled in the teacher education program prior to fall 2012. It is anticipated that these students will complete their programs of study effective spring 2015.

- The University of Mary Washington requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 11-14, 2012. Attached are the *Professional Education Program Review Team Report of Findings* and the University of Mary Washington's *Institutional Response to the Professional Education Program Review Team Report of Findings*.
- The overall recommendation of the on-site review team was that the professional education program be "accredited." The team made this recommendation based on the information available in the 2012 *Institutional Report* and the evidence available during the November 11-14, 2012, on-site visit. Below are the recommendations for each of the four standards:

Standard	Review Team Recommendations
<b>Standard 1:</b> Program Design	Met
<b>Standard 2:</b> Candidate Performance on Competencies for Endorsement Areas	Met
<b>Standard 3:</b> Faculty in Professional Education Programs	Met
<b>Standard 4:</b> Governance and Capacity	Met

The following weaknesses were noted in Standards 1, 3, and 4:

**...II. Findings for Each Standard**

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

**Strengths:**

- The field experiences provided for candidates are exemplary and allow for many diverse experiences.
- The new program configuration illustrates best practices for preparing teachers, including a myriad of field experiences and research-driven content study instruction.

**Weakness:**

- Collaboration with the arts and sciences faculty appears to be primarily informal and voluntary. Recommendation: Create a way to structure more formal involvement of those colleagues, perhaps by inviting some of them to serve on College of Education standing committees.

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

**Strengths:**

- The faculty has exhibited a great deal of hard work and leadership to move the new consolidated College of Education program forward.
- Feedback from faculty and staff indicates that the Dean of the College of Education has been very effective in inspiring and coordinating the change efforts.

**Weakness:**

- There is a lack of gender equity in the composition of the College of Education faculty. An attempt should be made to hire more male faculty members.

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

**Weakness:**

- The current number of faculty and staff do not appear to be adequate to support candidates completing the additional year of study that will be required for upcoming secondary and PreK-12 applicants entering the Five-Year Pathway programs, particularly in regards to the area of the extra research and field-mentoring needed. A plan is needed for recruitment of faculty to address these issues.

- At the March 18, 2013, meeting, the Advisory Board on Teacher Education and Licensure unanimously approved the Teacher Education Committee recommendation that the Advisory Board recommend that the Board of Education accept the on-site review team's recommendation that the professional education program at the University of Mary Washington be "accredited," indicating that the program has met the standards set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

The Board discussed the following;

- Mrs. Wodiska asked for more information about academic preparation of individuals going into the teaching profession at the University of Mary Washington.
- Dr. Mary Cooper, Dean of the College of Education at the University of Mary Washington said they currently have opportunities for teachers to learn how to use technology including Web-based technologies in their teaching.

The Board accepted for first review the Advisory Board on Teacher Education and Licensure's recommendation to accept the review team's recommendation that the professional education program at the University of Mary Washington be "accredited," indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

### ***DISCUSSION OF CURRENT ISSUES***

Mrs. Sears attended the Virginia Students Council Association State Conference and noted that when students were asked if they felt safe in their schools, a majority of the students responded that they did not feel safe. The students suggested having armed personnel at all times in the schools. Students were also concerned about the open campus situation at some of the schools.

The Board met for dinner on Wednesday, April 24, 2013, at Sam Miller's with the following members present: Mrs. Atkinson, Dr. Baysal, Mrs. Beamer, Mr. Braunlich, Dr. Cannaday, Mrs. Edwards, Mr. Foster, Mrs. Sears, and Mrs. Wodiska. Dr. Patricia Wright, Superintendent of Public Instruction, also attended the meeting. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 9 p.m.

### ***EXECUTIVE SESSION***

Mrs. Beamer made a motion to go into executive session under Section 2.2-3711.A. 41, for discussion and consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Mrs. Wodiska and carried unanimously. The Board went into Executive Session at 12:52 p. m.

Mrs. Beamer made a motion that the Board reconvene in open session. The motion was seconded by Mr. Braunlich and carried unanimously. The Board reconvened at 2:20 p.m.

Mr. Foster made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting

requirements of the Freedom of Information Act were discussed and (2) only matters identified in the motion to have the closed session were discussed. The motion was seconded by Mrs. Beamer and carried unanimously.

Board Roll call:

Dr. Baysal – Yes  
Mrs. Edwards – Yes  
Mr. Braunlich – Yes  
Mrs. Beamer – Yes  
Mr. Foster – Yes  
Dr. Cannaday – Yes  
Mrs. Sears – Yes  
Mrs. Atkinson – Yes  
Mrs. Wodiska – Yes

The Board made the following motions:

- Mr. Foster made a motion to revoke the license of Clarence Cornelius Sykes. The motion was seconded by Mrs. Beamer and carried unanimously.
- Mr. Foster made a motion to revoke the license of Tina Marie Amato. The motion was seconded by Mrs. Atkinson and carried unanimously.
- Mr. Foster made a motion to deny a license to Anne Jo Berry. The motion was seconded by Dr. Cannaday and carried unanimously.
- Mr. Foster made a motion to revoke the license of Manuel Ernest Dillow. The motion was seconded by Mrs. Beamer and carried unanimously.
- Mr. Foster made a motion to revoke the license of Jenny Enriquez-de Berman. The motion was seconded by Mrs. Sears and carried unanimously.
- Mr. Foster made a motion to issue a license in Case No. 5. The motion was seconded by Mrs. Beamer and carried unanimously.
- Mr. Foster made a motion to deny a license to Tanisha Nicole Watts. The motion was seconded by Dr. Cannaday and carried unanimously.

### ***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting at 2.22 p.m.

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President