Implementation Manual for the Regulations Governing the Review and Approval of Education Programs in Virginia

8 VAC 20-542-10 et seq.

Effective September 21, 2007

Division of Teacher Education and Licensure
Virginia Department of Education
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TABLE OF CONTENTS

Introduction…… 3

Section One: Accreditation of Professional Education Programs in Virginia 6

Options for Accreditation or a Process Approved by the Board of Education…..…. 7
Option I: National Council for the Accreditation of Teacher Education (NCATE) Process....……. 7
Option II: Teacher Education Accreditation Council (TEAC) Process..... 8
Option III: Board of Education Approved Accreditation Process ……..…. 9
Conditions for Qualifying …….……... 9
The Institutional Report……..... 12
The Review Team ……..…..…..…… 12
Preparation Calendar……...….. 13

Section Two: Approval of Education Programs in Virginia 16

Program Compliance Certification and Standards for Biennial Approval of Education Programs …… 17
Education Program Standards and Ratings …….. 19
Reporting Requirements for Biennial Approval of Education Programs in Virginia……..……. 21
Approval of New Education Program Endorsements……...…….. 24
Request for New Education Program Endorsement Area Form……. 25
Accountability Measurement of Partnerships and Collaboration Form - Education Programs (excluding Administration and Supervision Programs)..... 27
Accountability Measurement of Partnerships and Collaboration Form - Administration and Supervision Programs…… 28

Section Three: Criteria for the Identification of Low-Performing and At-Risk of Becoming Low Performing Institutions of Higher Education In Virginia 29

Section Four: Appendices…… 33

Appendix A: Form for Professional Education Program Review Team Report of Findings..... 34

Appendix B: Guidance for the Professional Education Program On-Site Review… 43

Introduction

The Board of Education's *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) and *Regulations Governing the Licensure of School Personnel* (8VAC 20-22-10 et seq.), became effective September 21, 2007. The regulations may be accessed at the following Web sites:

Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC 20-542-10 et seq.): http://www.doe.virginia.gov/VDOE/newvdoe/regulation.pdf

Regulations Governing the Licensure of School Personnel (8VAC 20-22-10 et seq.): http://www.doe.virginia.gov/VDOE/Compliance/TeacherED/nulicvr.pdf

The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8 VAC 20-542-10 et seq.) address 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. The document is comprised of the following sections:

Section One: Accreditation of Professional Education Programs in Virginia;

Section Two: Approval of Education Programs in Virginia; and

Section Three: Criteria for the Identification of Low-Performing and At-Risk for Becoming Low-Performing Institutions of Higher Education as required under Title II of the Higher Education Act; and

Section Four: Appendices.

Refer to the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10), Web site: http://www.doe.virginia.gov/VDOE/newvdoe/regulation.pdf, for the definition of terms referred to in this document.

Purpose of the Program Approval Process

Virginia initiated the approved program process and began conducting institutional site visits in 1968. The purposes of this process include the following:

- assure quality instruction of public school children and youth in the Commonwealth;
- require quality professional education of teachers;
- require institutions to meet rigorous academic standards; and
- facilitate licensure reciprocity with other states.

Program approval is the process by which a state governmental agency reviews an education program to determine if it meets the state's standards for the preparation of school personnel. Accreditation of the professional education program is required for program approval. Biennially, each institution must report performance on accountability measures set forth in the regulations.

Code of Virginia Authority for Approved Programs in Virginia

The authority for approval of education programs in Virginia is established under the following sections of the Code of Virginia:

Code of Virginia, Section 22.1-16. Bylaws and regulations generally.
http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-16

Code of Virginia, Section 22.1-298.1 Regulations governing licensure.
http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-298.1

Code of Virginia, Section 22.1-298.2. Regulations governing education preparation programs
http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-298.2

Code of Virginia, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure.
http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-305.2

Code of Virginia, Section 23-9.2:3.6. Education preparation programs offered by institutions of higher education
http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+23-9.2C3.6

Assessments

Entry Test for Admission to Approved Programs: The assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation program is Praxis I (or the Board of Education approved scores for SAT or ACT). Refer to the following Web site for more detailed information:
http://www.doe.virginia.gov/VDOE/newvdoe/entry_assessment.pdf

Licensure Assessments: Please refer to the following Web site for a complete list of licensure assessments for Virginia: http://www.doe.virginia.gov/VDOE/newvdoe/prof_teacher_assessment.pdf

Administering the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-20)

In administering the regulations, refer to Section 8 VAC20-542-20 of the regulations. This section is provided below for your reference.

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.

B. Teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary

education preK-3, elementary education (preK-6) middle education (6- 8), and special education programs may complete a major in interdisciplinary studies or its equivalent.

C. Professional studies coursework and methodology, excluding field experiences, are limited to 24 semester hours for any baccalaureate degree program (or equivalent thereof) in early/primary education (preK-3), elementary education (preK-6), and special education. All other baccalaureate degree programs (or equivalent thereof) shall not exceed 18 semester hours of professional coursework and methodology, excluding field experiences.

D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency.

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.

F. Education programs shall ensure that candidates demonstrate proficiency in the use of educational technology for instruction and complete study in child abuse recognition and intervention.

G. Standards and procedures for the review and approval of each education program shall adhere to procedures for administering the regulations as defined in this section and in 8VAC20-542-40, 8VAC20-542-50, and 8VAC20-542-70. These procedures shall result in biennial recommendations to the Board of Education for one of the following three ratings: "approved," "approved with stipulations," or "approval denied."

H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40.

I. Education programs shall submit to the Department of Education, on behalf of each education program under consideration, a Program Compliance Certification Affidavit in accordance with department procedures and timelines.

J. The education program administrator shall maintain copies of approved programs and required reports.

K. The Department of Education may conduct on-site visits to review programs and verify data.

L. The Advisory Board on Teacher Education and Licensure (ABTEL) is authorized to review and make recommendations to the Board of Education on approval of Virginia education programs for school personnel. The Board of Education has final authority on program approval.

M. Modifications may be made by the Superintendent of Public Instruction in the administration of these regulations. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia.

Section One

Accreditation of Professional Education Programs in Virginia

Accreditation of Professional Education Programs in Virginia

Introduction

Options for Accreditation or a Process Approved by the Board of Education

Each professional education program in Virginia shall obtain and maintain national accreditation or accreditation obtained 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. 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 Section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*; and

2. Accredited professional education programs shall be aligned with competencies in 8VAC20-542-70 through 8VAC20-542-600 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

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 regulations define the standards that must be met and the review options available for the accreditation of teacher education programs. The regulations provide three options for accreditation:

Option I
National Council for the Accreditation of Teacher Education (NCATE)

Colleges and universities may be accredited (and maintain accreditation) by the National Council for the Accreditation of Teacher Education NCATE. For specific information about NCATE, please refer to the following Web site: **http://www.ncate.org/**.

Professional education programs in Virginia seeking accreditation through NCATE must follow procedures and timelines as prescribed in the respective partnership agreements.

Option II
Teacher Education Accreditation Council (TEAC)

Colleges and universities may be accredited (and maintain accreditation) by the Teacher Education Accreditation Council (TEAC). For specific information about TEAC, please refer to the following Web site: http://www.teac.org/.

Professional education programs in Virginia seeking accreditation through TEAC must follow procedures and timelines as prescribed in the respective partnership agreements.

Option III
Board of Education Approved Accreditation Process

Colleges and universities may be accredited by a Virginia Board of Education approved accreditation process. Refer to the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) at the following Web site:

http://www.doe.virginia.gov/VDOE/newvdoe/regulation.pdf

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.

Virginia Board of Education Approved Accreditation Process (Option III)

This portion of the manual is designed to assist representatives of professional education programs in the implementation of the *Regulations Governing Review and Approval of Education Programs in Virginia* as they relate to procedures for accreditation through a process approved by the Board of Education.
The following areas are addressed:

- Conditions for Qualifying
- The Institutional Report
- Review Team
- Preparation Calendar

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, and On-site Team's Report of Findings, Institutional Response (if needed), and Institutional Reports, are part of the review process. The Advisory Board on Teacher Education and Licensure will review the report and make a recommendation to the Board of Education. A report of the review will 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 Section 8VAC 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

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 Section 8VAC 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*

3. Accreditation denied. The professional education program has not met standards as set forth in 8VAC 20-542-60 of the approved program regulations. The State Council of Higher Education for Virginia (SCHEV) shall be notified of this action by the Department of Education.

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.

Conditions for Qualifying

Institutions must submit the documentation required by the Conditions for Qualifying twelve months prior to the on-site review of the professional education program. If the conditions for qualifying are met, the institution will be notified accordingly. If the conditions are not met or the documentation is insufficient, the institution will be notified that the professional education program review will not proceed until the conditions are satisfied. All of the conditions must be met before the on-site visit can be scheduled.

Following the review and approval of the Conditions for Qualifying, the specific date of the on-site review will be established and the chair of the on-site review team will be chosen by the institution

and the Department of Education. Much of the documentation that is required by the Conditions for Qualifying can be obtained from existing institutional sources.

Each document must be clearly identified by writing the number of the condition and the document title in the upper right hand corner of the page. The Conditions for Qualifying may be submitted electronically or on a PC disk as a Word document. The documentation required must be submitted prior to the first on-site review. <u>However, for future reviews, only documentation to update information that was previously submitted will be required.</u> A list of the institution's approved education endorsement programs must be included in the Conditions for Qualifying.

If the institution will no longer offer a previously approved education endorsement program, a statement of this action must be included with the Conditions for Qualifying documentation or stated in the Institutional Report. The statement must include the effective date of this action. Documentation submitted for the Conditions for Qualifying must be available in the exhibit room. The following conditions for qualifying for the review of the professional education program must be met:

Condition 1. There is a written description of the professional education program which is primarily responsible for the preparation of teachers and other professional education personnel.

<u>Required documentation</u>

- Letter or memorandum from the president verifying the governance responsibility for the professional education program and the program's authority and responsibility for professional education

- Chart, depicting the location within the institution of all programs for the preparation of instructional personnel, which identifies each program as undergraduate or graduate and shows how the programs are governed

- Copy of the mission statement, purpose, or goals of the professional education program

Condition 2. A dean, director, chair, or other administrator is officially designated to represent the professional education program and assigned the authority and responsibility for its overall administration and operation.

<u>Required documentation</u>

- Copy of the job description for dean, director, or chair
- Chart depicting the organization of the professional education program, and its location within the institution

Condition 3. There are written policies and procedures upon which the operations of the professional education program rest.

<u>Required documentation</u>

- Copy of the policy and guidance document or constitution and by-laws that include how policy decisions are made regarding the following: a) curriculum development, modification,

and implementation; b) faculty selection, promotion, tenure, and evaluation; and c) budget development and oversight

Condition 4. The professional education program regularly monitors and evaluates, both internally and externally, its operation, scope, quality of offerings and effectiveness of graduates.

Required documentation

- Statement which describes the ongoing evaluation of programs and graduates
- Summary of the major findings of internal program evaluations completed within the last seven years
- Summary of the major findings of external program evaluations completed in last two years, including follow-up studies of graduates and employer satisfaction studies
- Summary of recent program modifications based on evaluation results

Condition 5. The professional education program has criteria for admission to basic education programs which include an assessment of basic skills prescribed by the Board of Education and other appropriate measures administered prior to admission to the program.

Required documentation

- Published criteria for admission to and retention in programs and criteria for admission to field experiences and student teaching
- List of basic skills assessed and when they are assessed; identification of the standardized instrument(s) and other measures used to assess these skills

Condition 6. The professional education program assesses the academic and professional competencies of education candidates at exit from all programs through multiple evaluation methods.

Required documentation

- Chart showing required academic and professional competencies for initial and advanced programs, the measures used to assess each, and the assessment outcomes

Condition 7. The approved education endorsement programs are being implemented.

Required documentation

- List of education endorsement programs requested (for initial accreditation visits) or list of education endorsement programs approved (for continuing accreditation visits)
- Matrices that document competencies required for each endorsement area
- Copy of the plan for partnerships among members of the institution and school divisions personnel, including the date the plan was created and implemented

Condition 8. The institution is fully accredited by the appropriate regional accrediting agency.

Required documentation

- Copy of the most recent letter from the regional accrediting association verifying that the institution is fully accredited by the appropriate regional accrediting agency.

Condition 9. The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or disability (consistent with the Section 702 of Title VII of the 1964 Civil Rights Act, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions).

Required documentation

- Copy of the institution's official documentation demonstrating compliance with non-discriminatory laws and practices

The Institutional Report

The institution must prepare the Institutional Report that is submitted to the Virginia Department of Education at least four months prior to the on-site visit. The report must address in detail how the standards set forth in **Section 8VAC20-542-60. Standards for Board of Education Approved Accreditation Process** of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) have been met.

Team members and the state representative should receive the institutional report and the college or university catalog(s) approximately 60 days before the visit. Team members are expected to read and analyze the institutional report before the first team meeting. *If a report is incomplete, ambiguous, or appears to be inaccurate in any way, team members should contact the team chair.*

Review Team

Code of Conduct

The purpose of the Code of Conduct for the accreditation of education programs through a Board of Education approved accreditation process is to prevent conflict of interest and maintain ethical behavior by participants in the review process. To ensure the impartiality and objectivity of reviews, to avoid conflicts of interest, and to promote equity and high ethical standards in the review process, participants must follow the Code of Conduct. Violation of any part of the Code could result in removal from the review process. Participants in the review process must avoid any activities associated with the review of programs which may be an actual or perceived conflict of interest.

Team members must be familiar with and agree to abide by the Code of Conduct. Team members are expected to demonstrate objectivity and adhere to the highest ethical standards. In cases where a team member is unsure whether or not a conflict does, in fact, exist, it is advisable not to participate as a team member.

1. Team members must conduct themselves in a professional manner, exercise professional objective judgment, uphold the standards and laws of the profession, make purposeful decisions, and maintain confidentiality.

2. Team members should not participate on a team if they have a close, active association with the institution to be visited. Team members should not serve on a team if they or an immediate family member have ever attended or been employed by the institution. Team members also should not participate if they have served in the role of a consultant, evaluator, advisory board member, etc., for the institution.

3. Team members should not serve on a team visiting institutions where they have been paid as consultants or evaluators, served as commencement speakers, received honorary degrees, or otherwise profited or appeared to profit from such service to the institution.

4. Team members should not serve on a team where they have a close personal relationship or a professional relationship that may be considered or have the appearance of a conflict of interest. For example, team members should not serve on a team visiting an institution where there are colleagues with whom they have jointly authored research or literature, served on dissertation committees, or have been advisees or advisors of employees at the institution.

5. Team members should not serve on a team when there are factors that could prejudice them with respect to an institution.

Team Decision Making

Team members are expected to be prepared for a review prior to the visit. They are to collect data, interview, and review evidence based on the regulations and standards. Team meetings are held daily during the site-visit to share data and perceptions of the findings.

Team members must exercise objective professional judgment. They must uphold the standards and policies of the profession. Team members should be respectful of colleagues' opinions and seek consensus.

Preparation Calendar

A seven-year calendar that identifies the year and semester of the on-site review for each institution will be distributed by the Department of Education. Two years prior to the announced review date, the Department of Education will contact the institution to confirm the year and semester of the on-site visit. The specific date of the review will not be established until the Conditions for Qualifying have been reviewed by the Department of Education. The on-site review must be scheduled at a time when candidates and faculty are on campus and in field sites. Religious holidays and major meetings will be avoided.

Professional education programs engage in a continuing cycle of evaluation and analysis to determine program redesign, modification, and expansion. The results of this ongoing cycle of evaluation will be reflected in the information provided to the Virginia Department of Education in the professional education program accreditation approval process. The current process presumes the existence of regular self-evaluation processes that enable each institution to look at program factors

associated with quality. The professional education programs must provide outcomes and meaningful evidence of the quality of candidates who complete their programs.

The following calendar gives a broad overview of tasks associated with the accreditation review process:

Twenty- Four Months Prior to On-Site Visit:

- Institution of higher education submits, in writing, a letter notifying the Department of Education of intent to seek accreditation (initial visit only);
- Department may provide technical assistance to prepare for scheduled visit.

Twelve Months Prior to Initial On-Site Visit:

- Institution submits documents required by Conditions for Qualifying to Department of Education.
- Institution submits matrices to the Department of Education verifying that competencies for education programs (endorsement areas) have been appropriately addressed.

Eight Months Prior to On-Site Visit:

- If Conditions for Qualifying documentation is satisfactory, the Department of Education notifies the institution and a specific on-site review date is established. If documentation is not satisfactory, the institution is notified that the on-site review will be postponed until adequate information is provided.
- Department of Education notifies the professional education program in writing of the preliminary status of specific program endorsement areas.

Six Months Prior to On-Site Visit:

- Team chair and members selected by the Department of Education chosen in collaboration with institutions of higher education.

Four Months Prior to On-Site Visit:

- Institution submits Institutional Report that documents meeting the Standards for Board of Education approved accreditation process set forth in Section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) and provides access to graduate/undergraduate catalogs to Department of Education and individual team members.

One Month Prior to On-Site Visit:

- Team chair and state representative conduct the pre-visit to the institution.

During the On-Site Visit:

- Team reviews evidence and documentation supporting the institution's compliance with approved professional education program standards and competencies for program endorsement areas.

One Month Following the On-Site Visit:

- Within two weeks of the visit, the team chair completes report of findings and submits the report to team members and the state representative for review and approval;
- The team chair submits report of findings to the professional education program head for correction of factual errors and to the Division of Teacher Education and Licensure in the Department of Education for review; and
- Department of Education sends official report to the president (or highest ranking administrator) of the institution with a copy to the head of the professional education program.

Following Receipt of Report:

- Institution submits response to the Department of Education within 30 days of receipt of the report. The response should be based on evidence reviewed and decisions made during the on-site review.

Following Receipt of Report:

- The report of findings and institutional response, if applicable, is reviewed by the Department of Education.
- The report of findings is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL) for review and recommendations to the Board of Education.
- ABTEL develops recommendation regarding program accreditation approval for the Board of Education.
- The Board of Education receives ABTEL recommendation(s) for review and action.
- The Board of Education makes final decision.

Section Two

Approval of Education Programs in Virginia

Approval of Education Programs in Virginia

This portion of the manual is designed to assist Virginia professional education programs in the implementation of the requirements contained in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542-40 and 8 VAC 20-542-50) for biennial approval of education programs. Effective September 21, 2007, all currently approved Virginia education programs for the preparation of instructional personnel were granted Conditional Approval.

Teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary education preK-3, elementary education (preK-6) middle education (6- 8), and special education programs may complete a major in interdisciplinary studies or its equivalent.

Professional studies coursework and methodology, excluding field experiences, are limited to 24 semester hours for any baccalaureate degree program (or equivalent thereof) in early/primary education (preK-3), elementary education (preK-6), and special education. All other baccalaureate degree programs (or equivalent thereof) shall not exceed 18 semester hours of professional coursework and methodology, excluding field experiences.

<u>Program Compliance Certification and Standards for Biennial Approval of Education Programs</u>

The first submission of biennial data is required on June 30, 2009. Institutions must submit the following information electronically to the Department of Education in accordance with sections (8VAC 20-542-40 and 8VAC 20-542-50) of the regulations.

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. [The report must include all licensure assessments prescribed by the Board of Education (e.g., Virginia Communication and Literacy Assessment (VCLA), Praxis II Content Assessments, Virginia Reading Assessment (VRA), School Leaders Licensure Assessment (SLLA), for licensure.]

   Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.

   Indicators of the achievement of this standard shall include the following:

   a. Results on Board of Education prescribed entry-level assessments; and

   b. Documentation that candidates enrolled in the program who fail to achieve a minimum score established by the Board of Education have the opportunity to address any deficiencies.

3. Structured and integrated field experiences to include student teaching requirements.

   Indicators of the achievement of this standard shall include the following:

   a. Evidence that candidates receive quality structured and integrated field experiences that prepare them to work in diverse educational environments; and

   b. Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided. Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program. The majority of the school level supervised experience shall take place during the school day in concentrated blocks of time when preK-12 students are present.

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.

   The indicator of the achievement of this standard shall include evidence that the professional education programs provide opportunities for candidates to have program experiences in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity within each biennial period.

5. Evidence of contributions to preK-12 student achievement by candidates completing the program.

   Indicators of the achievement of this standard shall include the following:

   a. Evidence to show that candidates know about, create, and use appropriate and effective assessments in teaching that shall provide dependable information about student achievement;

b. Evidence to document faculty have made provisions for evaluating effects that candidates have on preK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and

c. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

6. Evidence of employer job satisfaction with candidates completing the program.

   The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.

7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:

   a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.

   b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

Education Program Standards and Ratings

After submitting to the Department of Education the information set forth in 8VAC20-542-50 of the *Regulations Governing Review and Approval of Education Programs in Virginia,* education programs in Virginia shall receive one of the following three ratings:

1. Approved. The education program has met all standards set forth in 8VAC20-542-40.

2. Approved with stipulations. The education program has met standards in subsections A and B of Section 8VAC20-542-50 of the *Regulations Governing Review and Approval of Education Programs in Virginia* and is making documented progress toward meeting standards in subsections C and D of this section.

3. Approval denied. The education program has not met standards in subsections A and B of Section 8VAC20-542-50 of the *Regulations Governing Review and Approval of Education Programs in Virginia*. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period.

Approved education program reviews will be conducted for each of the endorsement areas set forth in 8VAC20-542-70-600 of the *Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.).

Reporting Requirements for Biennial Approval of Education Programs in Virginia

(Biennial reporting must be submitted in an electronic format provided by the Department of Education for each education program endorsement area. The document will be e-mailed to the Division of Teacher Education and Licensure.)

Name of Institution
Address
Name of Individual Completing Form
Telephone; Fax
E-mail Address
Primary Institutional Contact (if different from person completing the report)

A. Education Program Endorsement Area Approval Requested:

Early/Primary Education, Elementary Education, and Middle Education

8VAC20-542-90. Early childhood for three- and four-year-olds (add-on endorsement)
8VAC20-542-100. Early/primary education preK-3
8VAC20-542-110. Elementary education preK-6
8VAC20-542-120. Middle education 6-8

PreK-12 Endorsements, Special Education, Secondary Grades 6-12 Endorsements, and Adult Education

8VAC20-542-140. Adult education
8VAC20-542-150. Adult English as a second language (add-on endorsement)
8VAC20-542-160. Career and technical education – agricultural education
8VAC20-542-170. Career and technical education – business and information technology
8VAC20-542-180. Career and technical education – family and consumer sciences
8VAC20-542-190. Career and technical education – health and medical sciences
8VAC20-542-200. Career and technical education – industrial cooperative training (add-on endorsement)
8VAC20-542-210. Career and technical education – marketing education
8VAC20-542-220. Career and technical education – technology education
8VAC20-542-230. Career and technical education – trade and industrial education
8VAC20-542-240. Career and technical education – vocational special needs (add-on endorsement)
8VAC20-542-250. Computer science
8VAC20-542-260. Dance arts preK-12
8VAC20-542-270. Driver education (add-on endorsement)
8VAC20-542-280. English
8VAC20-542-290. English as a second language preK-12
8VAC20-542-300. Foreign language preK-12
8VAC20-542-310. Gifted education (add-on endorsement)
8VAC20-542-320. Health and physical education preK-12
8VAC20-542-330. History and social sciences
8VAC20-542-340. Journalism (add-on endorsement)

8VAC20-542-350. Keyboarding (add-on endorsement)
8VAC20-542-360. Library media preK-12
8VAC20-542-370. Mathematics
8VAC20-542-380. Mathematics – Algebra I (add-on endorsement)
8VAC20-542-390. Music education – instrumental preK-12
8VAC20-542-400. Music education – vocal/choral preK-12
8VAC20-542-410. Science – biology
8VAC20-542-420. Science – chemistry
8VAC20-542-430. Science – Earth science
8VAC20-542-440. Science – physics
8VAC20-542-450. Special education early childhood (birth through age 5)
8VAC20-542-460. Special education hearing impairments preK-12
8VAC20-542-470. Special education adapted curriculum K-12
8VAC20-542-480. Special education general curriculum K-12
8VAC20-542-490. Special education visual impairments preK-12
8VAC20-542-500. Speech communication (add-on endorsement)
8VAC20-542-510. Theater arts preK-12
8VAC20-542-520. Visual arts preK-12

Administration and Supervision and Personnel Support

8VAC20-542-530. Administration and supervision preK-12
8VAC20-542-540. Mathematics specialist for elementary and middle education
8VAC20-542-550. Reading specialist
8VAC20-542-560. School counselor preK-12
8VAC20-542-570. School psychology
8VAC20-542-580. School social worker
8VAC20-542-590. Special education speech-language disorders preK-12
8VAC20-542-600. Vocational evaluator

B. For **each** education program endorsement area approval requested, the following information must be provided:

1) Documentation of candidate progress and performance on prescribed Board of Education licensure assessments. Passing rates reported by percentages shall not fall below 70 percent annually for individuals exiting and completing the program. Achievement of an 80 percent annual passing rate for individuals exiting and completing the program shall be required by July 1, 2010.

2) Certification of documented evidence that the following standards as set forth in 8VAC20-542-40 of the *Regulations Governing Review and Approval of Education Programs in Virginia* have been met:

   a. The education program shall demonstrate 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.

   b. The education program shall provide structured and integrated field experiences to include student teaching requirements.

c. The education program shall provide 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.

d. The education program shall provide evidence of contributions to preK-12 student achievement by candidates completing the program.

e. The education program shall provide evidence of employer job satisfaction with candidates completing the program.

f. The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education for partnerships and collaborations based on preK-12 school needs.

Approval of New Education Program Endorsements

Requests for new education program endorsement areas must be approved by the Board of Education. Requests must include the *Request for New Education Program Endorsement Area* form, the *Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.a), Education Programs (excluding Administration and Supervision Programs)* form or the *Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.b), Administration and Supervision Programs* form, the matrices verifying competencies have been appropriately addressed, and course syllabi. Your proposal to add a new endorsement must be submitted electronically to the Director of Teacher Education, Department of Education, Division of Teacher Education and Licensure. Within one week of submission, you will receive an electronic confirmation that your request was received. If the confirmation is not received, please contact the Director of Teacher Education to ensure that the request was received.

Requests for new education program endorsements to be considered for the fall ABTEL meeting must be submitted on or before May 30 of each year. Only those proposals that are complete and meet all criteria will be submitted to ABTEL the following September. [Please note that summer contact information must be included on the *Request for New Education Program Endorsement Form.]*

The proposal must be complete before it may be submitted to the Advisory Board on Teacher Education and Licensure (ABTEL). After the Advisory Board makes a recommendation, the proposal will be scheduled for submission to the Board of Education for review and final approval.

VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF TEACHER EDUCATION AND LICENSURE
P. O. BOX 2120
RICHMOND, VA 23218-2120

REQUEST FOR NEW EDUCATION PROGRAM ENDORSEMENT AREA

NAME OF INSTITUTION: _____

ENDORSEMENT AREA REQUESTED: _____

DATE: _____ PROPOSED IMPLEMENTATION DATE: _____

NAME OF CONTACT PERSON: _____

TITLE OF CONTACT PERSON: _____

ADDRESS: _____

PHONE NUMBER: _____ FAX: _____

PHONE NUMBER (FOR CONTACT IN SUMMER MONTHS): _____

ELECTRONIC MAIL: _____

Attach to this cover sheet a proposal of not more than six pages that addresses the following:

I. Rationale for the additional endorsement, including
- current, or if a new program, projected enrollment data
- local division or service area demand data
- statement of institutional support (e.g., from dean, provost, president, or designee)
- statement of local school division support

II. Requirements of the program including academic and professional studies
- indicate degree and major
- list required courses in the major and course work for professional studies (attach course descriptions)

III. Program competencies
- provide required academic and professional competencies on matrices provided by the Department of Education
- describe attention to current research, literature, professional organizations

IV. Program evaluation
- list assessment measures used to evaluate competencies of education candidates

V. Faculty assigned to the program
- list faculty assigned to the specific teaching endorsement area to include a brief vitae
- identify courses taught, advising assignments, and responsibility for supervision of field experiences

Institutions must submit certification of areas required for biennial program approval reporting requirements, including partnership agreements form.

Please return the form and required attachments electronically to:

Dr. JoAnne Y. Carver
Director of Teacher Education
Division of Teacher Education and Licensure
JoAnne.Carver@doe.virginia.gov
(804) 371-2475

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.a)

Education Programs (excluding Administration and Supervision Programs)

Name of Institution: _____ Submitted by: _____

Telephone Number: _____ Email: _____ Reporting Date: _____

Number	Partnership and Collaboration Name	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.					
2.					
3.					
4.					
5.					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.b)

Administration and Supervision Programs

Name of Institution: _____ Submitted by: _____

Telephone Number: _____ Email: _____ Reporting Date: _____

Number	**Partnership and Collaboration Name**	**Partnership and Collaboration Description –** Please provide a brief description of the partnership and collaboration (about 50 words or less).	**Description of School Leadership Needs –** Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	**Partners and Collaborators –** Please list the names of the entities that took part in the partnership and collaboration.	**Written Agreement –** Is there a written agreement with the partners and collaborators? Yes or No?
1.					
2.					
3.					
4.					
5.					

Section Three

Criteria for the Identification of Low-Performing and At-Risk of Becoming Low-Performing Institutions of Higher Education in Virginia

Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia As Required by Title II of the Higher Education Act (HEA)

Background Information:

In October 1998, the U.S. Congress enacted Title II provisions to the Higher Education Act (HEA) authorizing federal grant programs to improve the recruitment, retention, preparation, and support of new teachers. Title II also included accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing.

Section 207 of Title II reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

The following statement is an excerpt from the Title II "Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation," April 19, 2000:

> *To receive funds under this act, a state, not later than two years after the date of Enactment of the Higher Education Amendments of 1998, shall have in place A procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).*

On September 26, 2001, the Board of Education approved Virginia's definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of "approval, approval with stipulations, and denial of accreditation" were used in these definitions.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007, define the standards that must be met and the review options available for the accreditation of professional education programs required. The new regulations separate the accreditation and program approval processes; therefore, the designations needed to be revised to reflect the designations used by each of the accrediting bodies. The Advisory Board on Teacher Education and Licensure (ABTEL) supported revisions to align the definitions to the accrediting bodies' designations at its January 2008 meeting. During its meeting on September 15, 2008, the ABTEL unanimously recommended that the Board of Education approve the revised definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. The revised definitions were approved by the Virginia Board of Education at its November 20, 2008, meeting.

Options for Accreditation

The three options for accreditation are as follows:

Option I: National Council for the Accreditation of Teacher Education (NCATE)
Option II: Teacher Education Accreditation Council (TEAC)
Option III: Board of Education (BOE) Approved Accreditation Process

Each accreditation review results in one of the following decisions:

Option I: **National Council for the Accreditation of Teacher Education:**

Accreditation Decisions After the First Visit:

- Accreditation
- Provisional Accreditation
- Denial of Accreditation
- Revocation of Accreditation

Continuing Accreditation Decisions:

- Continuing Accreditation
- Accreditation with Conditions
- Accreditation with Probation
- Revocation of Accreditation

Option II: Teacher Education Accreditation Council:

- Accreditation
- Provisional Accreditation
- Accreditation Denied

[An institution also may be initially awarded "preaccreditation" on a one-time basis.]

Option III: Board of Education Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia

The following definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia as required by the 1998 Title II HEA provisions were approved by the Virginia Board of Education at its November 20, 2008, meeting .

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

NCATE: *Accreditation after First Visit*: Provisional Accreditation
Continuing Accreditation: Accreditation with Probation

TEAC: Provisional Accreditation

BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE: Accreditation, Continuing Accreditation, or Accredited with Conditions

TEAC: Accreditation

BOE: Accredited

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

Section Four

Appendices

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

APPENDIX A

FORM FOR PROFESSIONAL EDUCATION PROGRAM REVIEW TEAM REPORT OF FINDINGS

VISIT TO:

(Institution)
(Location)
(Date)

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

State Representative:

SUMMARY FOR PROFESSIONAL EDUCATION PROGRAM

Institution:

Standards **Overall Recommendation:**		**Team Findings** M = Standard Met NM=Standard Not Met	
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.		
B. Standard 2	**Candidate Performance on Competencies for Endorsement Areas.** Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8 VAC 20-542-70 through 8 VAC 20-542-600.		
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.		
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.		

I. Introduction:

Briefly describe the institution:

- What type of institution?
- Does the institution have a specific mission?
- Where is the institution located (i.e. an urban, rural area, etc.)
- What are the demographics of the service area?

Describe the professional education program:

- What is its size/enrollment?
- Does the professional education program have a specific mission?
- What programs are offered, at what degree levels? Are initial programs at the baccalaureate or post-baccalaureate level?
- Does the professional education program offer any off-campus programs and was the off-campus site visited? What is being offered, where, by whom, for whom?
- Does the professional education program offer any programs/courses via distance learning technologies?
- What **major changes** have taken place in the professional education program since the last visit? (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the professional education program, etc.)

Program Reviews:

Complete the summary of matrices form for each specific education endorsement program and attach to the Report of Findings.

II. Findings for Each Standard:

8VAC20-542-60. Standards for Board of Education approved accreditation process.
A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community. Indicators of the achievement of this standard shall include the following:

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

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

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

4. The program is designed from a framework that is knowledge-based, evidenced-based and articulated and that has been collaboratively developed with various stakeholders.

5. The professional education programs for teachers, school leaders, and other school personnel shall develop the essential entry-level competencies needed for success in preK-12 schools by demonstrating alignment among the general, content, and professional courses and experiences. Indicators of the achievement of this standard shall include the following:

   a. The professional education program develops, implements, and evaluates programs, courses, and activities that enable entry-level candidates to develop the knowledge, skills, and dispositions identified in the program design framework.
   b. The professional education program assesses candidates' attainment of the knowledge, skills, and dispositions identified in the program design framework.

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

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

   a. Field experiences provide opportunities for candidates to relate theory to actual practice in classrooms and schools, to create meaningful learning experiences for a variety of students, and to practice in settings with students of diverse backgrounds.
   b. Field experiences provide opportunities for candidates to demonstrate competence in the professional teaching or administrative roles for which they are preparing, including opportunities to interact and communicate effectively with parents, community and other stakeholders.
   c. Student teaching and other field experiences include a minimum of 300-clock hours, with at least 150 hours of that time spent in directed teaching activities at the level of endorsement. Programs in administration and supervision provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.
   d. Candidates in education programs complete field experiences, internships, or other supervised activities that allow them to develop and apply the new knowledge and skill gained in their programs.
   e. Candidate performance in field experiences is evaluated and documented using multiple assessments, including feedback from education and arts and sciences faculty, school faculty, and peers, as well as self-reflection by candidates.

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

   a. Professional education faculty collaborate with the faculty who teach general and content courses to design and evaluate programs that shall prepare candidates to teach the Standards of Learning.
   b. Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools and school divisions to design and evaluate programs, teaching methods, field experiences, and other activities.
   c. Partnership agreements ensure that professional education faculty collaborate with personnel in partnering schools to assess candidates during observations, practica, student teaching, internships, and other field experiences.
   d. Opportunities exist for professional education faculty, school personnel, and other members of the professional community to collaborate on the development and refinement of knowledge bases, conduct research, and improve the quality of education.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 1: (Met/Not Met)

Weaknesses:

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

1. Candidates in education programs have completed general education courses and experiences in the liberal arts and sciences and demonstrate the broad theoretical and practical knowledge necessary for teaching and preK-12 student achievement. Indicators of the achievement of this standard shall include the following:

   a. Candidates demonstrate that they have a full command of the English language, use Standard English grammar, have rich speaking and writing vocabularies, are knowledgeable of exemplary authors and literary works, and communicate effectively in educational, occupational, and personal areas.
   b. Candidates demonstrate that they can solve mathematical problems, communicate and reason mathematically, and make mathematical connections.
   c. Candidates demonstrate that they develop and use experimental design in scientific inquiry, use the language of science to communicate understanding of the discipline, investigate phenomena using technology, understand the history of scientific discovery, and make informed decisions regarding contemporary issues in science, including science-related careers.
   d. Candidates demonstrate that they know and understand our national heritage; and have knowledge and skills in American and world history, geography, government/political science, and economics that create informed and responsible citizens who can understand, discuss, and participate in democratic processes.
   e. Candidates demonstrate that they have supporting knowledge in fine arts, communications, literature, foreign language, health, psychology, philosophy and/or other disciplines that contribute to a broad-based liberal education.
   f. Candidates take basic entry-level competency assessments prescribed by the Virginia Board of Education.
   g. Candidates achieve passing scores on professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.

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

   a. Candidates demonstrate the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth; the complex nature of language acquisition and reading; and an understanding of contemporary educational issues including the prevention of child abuse, appropriate use of technology, and diversity.
   b. Candidates demonstrate the ability to apply the principles of learning, methods for teaching reading, methods for teaching the content area, classroom [and behavior] management, selection and use of teaching materials, and evaluation of student performance.
   c. Candidates demonstrate the ability to have a positive effect on student learning through judging prior student learning; planning instruction; teaching; and assessing, analyzing, and reflecting on student performance.

d. Candidates demonstrate the ability to use educational technology to enhance student learning, including the use of computers and other technologies in instruction, assessment, and professional productivity.
e. Candidates demonstrate the ability to analyze and use various types of data to plan and assess student learning.

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

a. Candidates demonstrate understanding of the Virginia Standards of Learning and standards of appropriate specialty organizations, including how these standards relate to the leadership roles for which they are being prepared.
b. Candidates demonstrate the competencies specified in their intended licensure/endorsement areas as defined in 8VAC20-542-70 through 8VAC20-542-600.
c. Candidates achieve passing scores on the professional content assessments for licensure prescribed by the Board of Education prior to completing their programs.
d. Candidates demonstrate understanding of research, research methods, issues, trends, and research-based best practices that shall enhance the academic achievement of all preK-12 students and reduce academic achievement gaps among diverse preK-12 student groups.
e. Candidates demonstrate the ability to use educational technology, including computers and other technologies, in instruction, assessment, and professional development activities.
f. Candidates demonstrate the ability to use test data to revise instruction and enhance student achievement.
g. Candidates understand emerging issues that impact the school community and demonstrate the ability to collaborate with families, community members and other stakeholders.
h. Candidates demonstrate mastery of administration/supervision competencies through multiple sources of data such as internships, portfolios, and interviews, including employer satisfaction surveys.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 2: (Met/Not Met)

Weaknesses:

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

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

a. Professional education faculty have completed formal advanced study; have earned doctorates or the equivalent, or exceptional expertise in their field.
b. Professional education faculty have demonstrated competence in each field of endorsement area specialization.
c. Professional education faculty demonstrate understanding of current practice related to the use of computers and technology and integrate technology into their teaching and scholarship.
d. Professional education faculty demonstrate understanding of Virginia's Standards of Learning.
e. Professional education faculty demonstrate understanding of cultural differences and exceptionalities and their instructional implications.
f. Professional education faculty who supervise field experiences have had professional teaching experiences in preK-12 school settings.
g. Professional education faculty are actively involved with the professional world of practice and the design and delivery of instructional programs in preK-12 schools.
h. Professional education faculty are actively involved in professional associations and participate in education-related services at the local, state, national, and international levels in areas of expertise and assignment.

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

a. Professional education faculty use instructional teaching methods that reflect an understanding of different models and approaches to learning and student achievement.
b. The teaching of professional education faculty encourages candidates to reflect, think critically and solve problems.
c. The teaching of professional education faculty reflects knowledge and understanding of cultural diversity and exceptionalities.
d. The teaching of professional education faculty is continuously evaluated, and the results are used to improve teaching and learning within the program.

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

a. Workload policies and assignments accommodate and support the involvement of professional education faculty in teaching, scholarship, and service, including working in preK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
b. Policies governing the teaching loads of professional education faculty, including overloads and off-site teaching, are mutually agreed upon and allow faculty to engage effectively in teaching, scholarship, and service.
c. Recruitment and retention policies for professional education faculty include an explicit plan with adequate resources to hire and retain a qualified and diverse faculty. The plan is evaluated annually for its effectiveness in meeting recruitment goals.

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

a. Policies and practices encourage professional education faculty to be continuous learners.
b. Support is provided for professional education faculty and others who may contribute to professional education programs to be regularly involved in professional development activities.
c. Professional education faculty are actively involved in scholarly activities that are designed to enhance professional skills and practice.
d. Regular evaluation of professional education faculty includes contributions to teaching, scholarship, and service.
e. Evaluations are used systematically to improve teaching, scholarship, and service of the professional education faculty.

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 3: (Met/Not Met)

Weaknesses:

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

1. The professional education program is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all education programs. Indicators of the achievement of this standard shall include the following:

   a. The professional education program has responsibility and authority in the areas of education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for professional education program activities.
   b. The program has a long-range plan that is regularly monitored to ensure the ongoing vitality of the professional education programs as well as the future capacity of its physical facilities.
   c. Candidates, school faculty in partnering school divisions, adjunct faculty, and other members of the professional community are actively involved in the policy-making and advisory bodies that organize and coordinate programs of the professional education -program.
   d. Policies and practices of the professional education program are nondiscriminatory and guarantee due process to faculty and candidates.

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

   a. The size of the professional education program, the number of candidates, and the number of faculty, administrators, clerical and technical support staff support the consistent delivery and quality of each program offered.
   b. Facilities, equipment, technology, and other budgetary resources are sufficient for the operation and accountability of the professional education program.
   c. Resources are allocated to programs in a manner that allows each program to meet its anticipated outcomes.

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

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

Review of Team Findings Based on Evidence Presented:

Recommendation for Standard 4: (Met/Not Met)

Weaknesses:

APPENDIX B

Guidance for the Professional Education Program On-Site Review

Pre-Visit

Following the identification of the specific on-site review date and the selection of the team chair, the institution should schedule a pre-visit one month prior to the on-site visit. The institution is responsible for making all necessary arrangements for the pre-visit which usually takes about a day to conduct. The team chair and the state representative should attend the pre-visit.

The team chair should have a copy of the institutional report prior to the pre-visit but should not serve in a consultative or editor's role regarding information developed by the institution. During the pre-visit, the team chair and the state representative should meet with the president and/or designee to provide an overview of the visit, describe the review process, and answer any questions. The meeting should provide the opportunity to make institutional administrators aware of the information that will be gathered and discussed during the visit, the exit interview, the review team's report of findings, and the process for obtaining final approval from the Board of Education.

Logistics for the visit and team accommodations should be finalized during the pre-visit and should include the following:

- Visitation schedule, including the individuals and groups who will be interviewed during the on-site visit;
- Location and contents of the exhibit room and team access to the room;
- Day 1 afternoon or evening function and who should attend;
- Finalized arrangements for visits to field sites, and hotel/motel accommodations;
- Technology arrangements for the review team; and
- Arrangements for refreshments and meals for the team.

The exhibit room should be visited during the pre-visit and checked for adequacy of space and equipment. The documentation should be marked to correspond to a specific standard. There is no required arrangement of the documentation which demonstrates how the standards are being addressed. However, after working to establish an exhibit, the contents should be maintained and updated over the seven-year review cycle.

On-Site Visit

The on-site review may be scheduled for a four-day period during the fall or spring semester when school division students and institution faculty and candidates are in attendance. Major secular and religious holidays must be avoided. Travel, lodging, and meal expenses of the review team are the responsibility of the institution. Expenses for observers will be covered by the organizations represented, not the institution.

The date for the on-site visit is established by the Department of Education and the professional education program. The date is confirmed following the submission of documents required by the

Conditions for Qualifying. The Division of Teacher Education and Licensure appoints the members of the on-site review team. The team chair will be chosen in consultation with the institution.

Exhibit Room

In preparation for the on-site review, institutions must assemble evidence that support the Institutional Report and show how the Virginia standards are being met. Institutions are encouraged to utilize a variety of formats, to include evidence such as electronic files, videotapes, wall displays, interactive computer programs, audio tapes, and the institution's Web page. The chair of the on-site review team must be informed of any alternative approaches to providing information prior to the visit, to ensure that team members are aware of the availability of the information and are comfortable accessing it.

All documents must be clearly marked to correspond to a specific standard or indicator of achievement of the standard. A list of all documentation and evidence and their location should be prepared for the on-site review team. Also, a list of individuals to be interviewed should be provided. Documents should be organized according to the standards. The materials in the exhibit room should be maintained and updated over the seven-year review cycle.

In preparation for the review, each standard and indicators of achievement should be reviewed to prepare documentation supporting the achievement of the standard. The following information should be included in the exhibit room:

- An overview of the professional preparation curriculum that identifies required courses;
- Matrices and syllabi showing the alignment with the standards;
- Identification of elective courses and faculty teaching required courses;
- Status of the education program endorsement reviews; and
- The course schedule of all classes taught during the semester of the on-site review, to include identification of the faculty member teaching the course and the course location and time.

The following suggested items, listed according to the four categories of the approved accreditation standards, also may be included in the exhibit room:

Standard 1: Program Design

- Minutes or summaries of meetings in which the professional education framework was developed;
- Matrices and course syllabi for all professional education courses to determine the use of established research, content, essential knowledge, adequacy of objectives, and logical and coherent organization;
- Catalogs and other printed documents describing programs of study;
- Schedule of classes taught during the on-site visit;
- Documents submitted for the last state program approval and the official state action on programs;
- Examples of candidates' work from basic and advanced professional studies (e.g., research projects, journals). Include items that support the knowledge base;
- Follow-up studies of graduates conducted over the past seven years;
- Internal and external evaluation studies of the professional education program over the past seven years;

- Summary of the changes that resulted from follow-up studies and other evaluations conducted over the past seven years;
- Program evaluation procedures, including changes made in response to new standards;
- Description of field experiences and how they are sequenced to build upon one another;
- Opportunities provided candidates to work with culturally, linguistically, and economically diverse students and students with a range of abilities;
- Description of how field placement sites are selected;
- Student teaching handbook to determine sequence of courses and agreements between the institution and local education agencies and the role descriptions of student teacher, cooperating teacher and college supervisor;
- Descriptions of pre-student teaching and other field experiences. Include demographics of each site used for experiences;
- List of candidates in pre-student teaching and other field experiences. Include their present and past experiences;
- List of divisions and schools where candidates are placed. Sort field experience sites by division and school, course;
- Copies of partnership agreements with schools and divisions;
- Recruitment and preparation of cooperating teachers and clinical faculty, including all materials used to train school-based personnel to serve as clinical supervisors; evaluations of training. Qualifications of cooperating teachers and education program supervisors;
- Course evaluation process, including information from recent evaluations;
- PreK-12 student work samples, including portfolios; and
- Evidence of candidates' mastery of technology standards.

Standard 2: Candidate Performance on Competencies for Endorsement Areas

- Admission policies and criteria;
- Description of efforts to recruit and retain candidates who contribute to the diversity of the student body;
- Documents relevant to advising and monitoring procedures;
- Candidate advisee folders;
- Transcripts for current candidates and recent graduates;
- Recruitment plans and brochures;
- List of competencies expected at completion of programs and assessments used to ensure these outcomes;
- Summaries of outcomes assessments;
- Written agreements with local schools for student teaching and internship placements, support for beginning professionals, and collaborative research projects; and
- Written agreements with graduates and/or schools to provide support during the first year of professional practice.

Standard 3: Faculty in Professional Education Programs

- Faculty vitae to document scholarly work, professional involvement, appropriateness of assignments, etc.;

- Evidence related to faculty recruitment efforts, especially those related to affirmative action;
- Descriptions of efforts to recruit and retain a diverse and highly competent faculty;
- Faculty handbook and/or contracts to document work conditions, faculty development activities, and evaluations;
- Faculty evaluation instruments;
- Faculty/staff directory;
- Faculty loads for advising, teaching, and supervising internships;
- Examples of faculty publications;
- Faculty research, publications, descriptions of ongoing service and supporting documents cited in the standard vitae included in the institutional report;
- Description of faculty evaluation procedures including, institutional guidelines for promotion and tenure; and
- Institutional guidelines for post-tenure review.

Standard 4: Governance and Capacity

- Documents that describe the governance and operations of the professional education program; Minutes of governing groups (e.g., Teacher Education Committee, Academic Council or Senate, Graduate Council, Graduate Faculty);
- Fiscal records and budgets for the professional education program and comparable programs to determine equity among programs;
- Long-range plans; and
- Library records which include budget, holdings, and staffing. Include any curriculum or media centers.

Institutions are encouraged to use other presentation devices and approaches that may assist the team in understanding how the institution meets the standards. Team members should be informed in advance of innovative methods that the institution is considering.

Interview Schedule

The on-site review team makes decisions and recommendations based upon the *Institutional Report* and information collected while on campus. In addition to studying documents and support materials, the team interviews individuals who have knowledge of the programs, candidates enrolled in programs, and graduates in the work force. Because time is limited, creating a workable interview schedule is a critical component of the review process.

Suggestions for interviews

- Persons involved in the development and coordination of programs and preparation of candidates;
- Persons who employ candidates;
- Candidates including those at the beginning, middle, nearing completion, and in student teaching or internships to focus on the quality of their field experiences; procedures in place to assure quality placements;
- Cooperating teachers and clinical faculty;
- Administrators where students are placed for field experiences and student teaching;
- Graduates;

- President of institution;
- Academic vice-president;
- Chief financial officer;
- Dean of college, school, department of education;
- Chairs of departments involved in preparation of candidates;
- University supervisors of student teachers;
- Professors;
- Advisory Committees; and
- Office of Career Services.

The actual number of individuals interviewed will vary. A major purpose of the pre-visit is to draft the interview schedule so that problems are worked out in advance of the on-site visit. The institution should begin identifying potential interviewees well in advance of the on-site visit, but at the latest, in the semester preceding the review. Candidates and faculty may be interviewed in small groups. Institutional administrators are to be interviewed individually. A list of the names of team representatives and individuals to be interviewed should be provided.

Telephone interviews, video conferencing, off-campus interview sites, and other innovative means of conducting interviews are strongly encouraged, particularly on campuses where parking and travel are difficult or where graduates work at significant distances from the campus. Off-site programs must be a part of the review process.

The On-Site Visit

This section provides a chronological review of an on-site team visit. Each day is identified and a brief description regarding the essential activities of the day is provided. Variations to the schedule may be needed. If significant changes become necessary, they should be discussed with the team chair and the Department of Education representative in advance of the review.

Day 1

Morning/Afternoon	Team members arrive and begin to review evidence/documents in the exhibit room. Orientation Meeting: A major responsibility of the team chair is to conduct an orientation to introduce team members and review information about the institution and the institutional report. The orientation also will include a review of the standards, procedures for collecting and documenting information, and team assignments for the visit. The program administrator may meet briefly with the team to review logistics and answer questions but will not remain for the orientation meeting. The team may continue to review evidence in the exhibit room. Interviews may be scheduled during the afternoon.
Evening	Working Dinner The dinner is planned by the professional education program. Attendance should include all members of the review team, program head, representatives of the program chosen by the program head (faculty, persons key to preparation for the review), institutional representatives chosen by the program head (president, provost, vice-president for academic affairs, other faculty members). The institution provides an overview of the professional education program and provides opportunity for introductions and informal discussion. The team chair introduces members of the team and provides a brief overview of the review process. The institution may opt to provide an exhibit to highlight programs and candidates on the afternoon or evening of Day 1. The session may be followed by a reception rather than dinner. Other options may be considered if they are planned in advance of the review.

Day 2

Morning

Chair of the review team meets with the head of the professional education program.

Team members meet with the head of the program or his/her designee to review the schedule for the day. The head of the program may need to answer questions about specific education program endorsement areas.

Team members continue to work in the exhibit room as the schedule permits.

Interviews scheduled for the morning.

Interviews have already been planned and arranged by the institution with groups and individuals identified as follows:

- Chair of review team and other designated team member(s) interview the president.
- Provost/vice president for academic affairs, deans, graduate dean, and other department heads who collaborate with the professional education department.
- Director of field experiences
- Cooperating teachers, clinical faculty and mentor teachers
- Administrators
- student teachers
- Dean of admissions, counselors and advisors to the program
- Graduate and undergraduate candidates at various stages within the program
- Selected faculty members, curriculum committee
- Recent graduates who work in the area
- Teacher Education Committee
- Affirmative Action Officer
- Person in charge of admission to the program
- Others identified by the review team.

Mid-Day

A working lunch should be provided.

Afternoon:

Continued interviews, class observations, review of evidence/documents in the exhibit room.

If possible, visits to local schools may be scheduled on this day.

Evening

The team meets at the hotel.
Each team member reports findings and discusses needs, if any, for additional information to determine if standards are met.

Day 3

Morning	Team chair meets with the professional education program head who answers questions and provides information requested from the evening meeting. The team meets to review the schedule for the day. Data collection and interviews continue. Visits to local schools are made.
Mid-Day	Lunch and a team meeting are held. Discussion of the report preparation begins.
Afternoon	The team meets on campus. Interviews should be completed; any needed information should be obtained. The team returns to the hotel to begin reviewing the standards in preparation for writing the final report. The team reaches consensus on the degree of compliance with each standard. The report is completed by members of the team according to their assigned responsibilities.
Evening	Dinner is provided for the team, usually at the hotel. The team may continue deliberations and discussion.

The team report, which will follow the prescribed format, includes a summary of standards met and not met. Team members will receive a disk with the template that includes guide questions. As the team member writes a response, the question should be deleted leaving only the narrative response.

Day 4

Morning	Optional Team breakfast meeting The report is compiled. The team chair is responsible for final editing of the report and distribution to team members for their review prior to submitting the report to the institution and the Department of Education. The team chair and the Department of Education representative meet with professional education program head and other institutional representatives invited by the professional education program for brief exit interview. The team chair will summarize the team's findings and remind the professional education program head that he/she will have an opportunity to review the final draft for factual errors, as well as to submit a response to

the report. The purpose of the exit interview is to provide an indication of the compliance with standards. This is not a time for responding to the findings or to question the team's decisions.

Reporting procedures are reviewed.