

**ADVISORY BOARD ON TEACHER EDUCATION
AND LICENSURE (ABTEL) MEETING**

MINUTES

Meeting Date and Location: January 23, 2017
Four Points By Sheraton Hotel – Richmond Airport
4700 South Laburnum Avenue
Richmond, Virginia 23231

ABTEL Members Present:

Ms. Jennifer Andrews	Dr. Holly Gould	Dr. Diane Simon
Mrs. Bonnie Bowen	Ms. Tracey Mercier	Dr. Patricia Stohr-Hunt
Mr. Travis Burns	Mrs. Nancy Moga	Mrs. Nancy Welch
Dr. Garry Carter, Jr.	Mr. Brian McGovern	Dr. Phillip Wishon
Ms. Selena Dickey	Dr. Willie Sherman	Dr. Sherry Wilson

ABTEL Members Absent:

Mrs. Kathy Burcher
Dr. James Meyer
Ms. Cheryl Sprouse
Mrs. Kate Sydney
Ms. Charletta Williams
Ms. Lesley Williams

Board of Education Liaison:

Ms. Elizabeth Lodal

Ex-Officio Members:

Dr. Monica Osei
State Council of Higher Education for Virginia

Dr. Daniel C. Lewis
Virginia Community College System

Mrs. Patty S. Pitts
Virginia Department of Education

Department of Education Staff:

Dr. Kendra Crump
Dr. Joan B. Johnson

Guests:

Ms. Carol Bauer, Virginia Education Association
Dr. JoAnne Y. Carver, Educational Consultant
Mr. Paul Joseph, Educational Consulting Services
Dr. Denise M. Littleton, Norfolk State University
Dr. Antoinette Rogers, Virginia Education Association

FULL ADVISORY BOARD CONVENES
9:00 a.m.

- **Opening Remarks and Welcome**

Mrs. Nancy Moga, Chair of the Advisory Board on Teacher Education and Licensure (ABTEL), called the meeting to order and welcomed members and guests.

- **Introductions**

ABTEL members, Ex Officio members, Department of Education personnel, and guests introduced themselves.

- **Approval of Agenda**

Mrs. Bonnie Bowen made a motion to approve the agenda as presented. Dr. Willie Sherman seconded the motion. The motion was unanimously approved.

- **Approval of Minutes**

Dr. Sherry Wilson made a motion to approve the November 14, 2016, Advisory Board minutes. Dr. Willie Sherman seconded the motion. The motion was unanimously approved.

- **Public Comment**

Ms. Antoinette Rogers, Virginia Education Association, announced the inaugural Teachers of Color Summit to be held February 16-18, 2017, in Richmond, Virginia. The three-day convocation will engage participants in discussions on topics related to recruitment and retention of teachers of color.

ACTION AGENDA ITEM

Review of revisions to the definitions of “At-Risk of Becoming Low-Performing” and “Low-Performing Institutions of Higher Education in Virginia” as Required by Title II of the Higher Education Opportunity Act (HEOA).

Dr. Joan Johnson, Director of Teacher Education, Department of Education, provided background on this item.

On July 1, 2013, the De Facto Consolidation of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) created the Council for the Accreditation of Educator Preparation (CAEP). CAEP is now the unified national accrediting organization for educator preparation. Based on Virginia’s 2016 signed partnership agreement with CAEP and changes made to accreditation program review decision

designations by CAEP in 2013, the definitions for “at-risk of becoming low-performing” and “low-performing institutions of higher education in Virginia” need to be realigned.

The *Regulations Governing the Review and Approval of Education Programs in Virginia* define the standards that must be met and the options available for the accreditation of professional education programs.

Currently, the two options for accreditation are as follows:

Accreditation Options

Option I: Council for the Accreditation of Educator Preparation (CAEP)

Option II*: Board of Education (BOE) Approved Accreditation Process

*The Virginia Board of Education’s proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* recommend requiring all institutions of higher education to seek accreditation through CAEP.

Each accreditation review results in one of the following decisions:

Option I: Council for the Accreditation of Educator Preparation (CAEP):

- Initial Accreditation for seven years
- Full Accreditation for seven years¹
- Probationary Accreditation for two years²
- Denial of Initial Accreditation³
- Revocation of Accreditation⁴
- Exemplary or “Gold” Accreditation⁵

Option II: Board of Education (BOE) Approved Accreditation Process:

- Accredited
- Accredited with Stipulations
- Accreditation Denied

¹ All five standards are met (previously accredited by CAEP, NCATE or TEAC; no serious problems exist across standards, and retain a seven-year accreditation cycle).

² All but one standard met (reaccredited for a period of two (2) years).

³ Accreditation is denied to providers seeking initial accreditation that fall below CAEP standards.

⁴ Accreditation is revoked. EPP failed to meet two (2) or more of the CAEP Standards. Used with EPPs that has been previously accredited by CAEP, NCATE or TEAC.

⁵ Meet all CAEP standards and surpass those guidelines for a combination of standards (only awarded to a small number of providers).

Under the Title II, all states are required to implement a system to assess the quality of each teacher preparation program. The definitions must be aligned with the accreditation options for CAEP for current reporting purposes.

Dr. Diane Simon made a motion to recommend that the Virginia Board of Education revise the definitions of “at-risk of becoming low-performing” and “low-performing” institutions of higher education in Virginia as follows. Ms. Selena Dickey seconded the motion that was passed unanimously (14-0 vote).

**DEFINITIONS OF “AT-RISK OF BECOMING LOW-PERFORMING” OR
“LOW-PERFORMING” INSTITUTIONS OF HIGHER EDUCATION**

ACCREDITATION OPTIONS	ACCREDITATION DECISIONS	ACCREDITATION DECISIONS RESULTING IN DESIGNATION OF “AT-RISK OF BECOMING LOW PERFORMING”	DEFINITION OF “LOW PERFORMING”
<p><u>Option I:</u> Council for the Accreditation of Educator Preparation (CAEP)</p>	<ul style="list-style-type: none"> • Initial Accreditation for seven years • Full Accreditation for seven years⁶ • Probationary Accreditation for two years⁷ • Denial of Initial Accreditation⁸ • Revocation of Accreditation⁹ • Exemplary or “Gold” Accreditation¹⁰ 	<ul style="list-style-type: none"> • Probationary Accreditation for two years 	<p>An institution that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of “at-risk of becoming low performing”</p> <p>When an institution receives the following designation, the low-performing designation will be removed: Full Accreditation.</p>
<p><u>Option II:</u> Board of Education (BOE) Approved Accreditation Process</p>	<ul style="list-style-type: none"> • Accredited • Accredited with Stipulations • Accreditation Denied 	<ul style="list-style-type: none"> • Accredited with Stipulations 	<p>An institution that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of “at-risk of becoming low performing”</p> <p>When an institution receives the following designation, the “low-performing” designation will be removed: Accredited.</p>

⁶ All five standards are met (previously accredited by CAEP, NCATE or TEAC; no serious problems exist across standards, and retain a seven-year accreditation cycle).

⁷ All but one standard met (reaccredited for a period of two years).

⁸ Accreditation is denied to providers seeking initial accreditation that fall below CAEP standards.

⁹ Accreditation is revoked. EPP failed to meet two or more of the CAEP Standards. Used with EPPs that has been previously accredited by CAEP, NCATE or TEAC.

¹⁰ Meet all CAEP standards and surpass those guidelines for a combination of standards (only awarded to a small number of providers).

If an institution's accreditation is **revoked or denied**, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, and amended January 19, 2011, stipulate that "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

Title II federal reporting is required by states in October of each year. To comply with current reporting requirements, the definitions must be aligned with the accreditation option for CAEP. Institutions meeting these definitions at the end of the reporting year will be designated "at-risk of becoming a low-performing" or "low-performing" institution of higher education.

PRESENTATIONS

Report 1: Presentation on Norfolk State University's Preparation Programs

The Advisory Board on Teacher Education and Licensure invites an institution of higher education to a meeting each year to provide information about its programs, initiatives, and accomplishments. Dr. Denise Littleton, Dean of the School of Education at Norfolk State University, was invited this year to make a presentation about Norfolk State University's programs.

Overview [Source: *Norfolk State University Website*]

In 1935 Norfolk State University was founded as the Norfolk unit of Virginia Union University. The college became the independent Norfolk Polytechnic College in 1942 and two years later an act of the Virginia General Assembly made it part of Virginia State College. For 14 years, it operated as the Norfolk Division of Virginia State College when an act of the General Assembly enabled it to offer its first bachelor's degree in 1956. The college became fully independent and separated from Virginia State College in 1969. In 1979, university status was attained, and the institution became known as Norfolk State University.

Today, Norfolk State University (NSU) is one of the largest historically black colleges and universities and is accredited by the Southern Association of Colleges and Schools Commission on Colleges. As part of Virginia's system of higher education, Norfolk State University fulfills a unique mission as a comprehensive urban institution serving a diverse student population. The university places a strong emphasis on student development and offers a variety of services to students to attain a high quality education. Academic programs are delivered through five colleges and schools: the College of Liberal Arts; the College of Science, Engineering and Technology; the School of Business; the School of Education; and the School of Social Work.

The aim of the School of Education is to provide the leadership, coordination and evaluation of all programs that prepare teachers and other school related personnel at the

university. Specifically, its purpose is to provide educational programs to prospective teachers, experienced teachers, counselors, administrators and others engaged in educational activities in schools and other agencies. Corollary purposes are:

- To contribute to the knowledge base in the field of educational theory and practice in a multi-cultural, multi-lingual and multi-racial world;
- To provide leadership involving schools, universities, and communities in collaborative educational efforts; and
- To provide service to other agencies engaged in education in such a manner as to promote the realization of equal educational opportunity results for all children.

An overview of the University for the 2014-2015 school year is reflected by the following facts¹¹:

Student Enrollment: 6,027

Number of Academic Degree Programs: 49 (associate, bachelor, master, and doctoral programs)

Number of 2013-2014 Degrees Conferred: 1,146 (associate, bachelor, master, and doctoral degrees)

Since 1970, the School of Education has provided the leadership, coordination, and evaluation of all education programs at the University. The School of Education's central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators, and other professionals engaged in educational activities in other agencies. The School of Education offers courses of instruction through its three departments: Early Childhood/Elementary and Special Education; Health, Physical Education and Exercise Science; and Secondary Education and School Leadership.

Norfolk State University currently offers the following Board of Education approved program endorsement areas at the undergraduate and graduate levels:

Approved Program	Undergraduate	Graduate
Administration and Supervision		X
Career and Technical Education-	X	
Driver Education (add-on)	X	
Early Childhood Special		X
Elementary Education PreK-3	X	
Elementary Education PreK-6	X	X
English	X	X
Foreign Languages: French	X	

¹¹ Data taken from <https://www.nsu.edu/Assets/websites/irap/assets/ir-NSU-Fact-Book-2014-2015.pdf>

Approved Program	Undergraduate	Graduate
Foreign Languages: Spanish	X	
Health and Physical Education	X	
History and Social Sciences	X	X
Mathematics	X	X
Mathematics Specialist for		X
Music Education: Instrumental	X	
Music Education: Vocal/Choral	X	
Science: Biology	X	X
Science: Chemistry	X	X
Science: Physics	X	X
School Counselor PreK-12		X
School Social Worker		X
Special Education: Adapted		X
Special Education: Early Childhood Special		X
Special Education: General	X	X
Visual Arts PreK-12	X	X

The School of Education was reaccredited by the National Council for Accreditation of Teacher Education (NCATE) in 2015.

Dr. Littleton provided an overview of the program and initiatives to support its preparation programs.

Report 2: Presentation on the U.S. Department of Education’s Final Rule on HEA Title II and TEACH Grants

Dr. Joan Johnson, Director of Teacher Education, Virginia Department of Education, gave a presentation on the U.S. Department of Education’s Final Rule on HEA Title II and TEACH Grants.

On December 3, 2014, the United States Department of Education (DOE) issued a Notice of Proposed Rulemaking (NPRM) for Title II of the Higher Education Act (HEA) of 1965, as amended (79 FR 71820). These proposed regulations underwent extensive public input, and final regulations were released on October 12, 2016. The regulations became effective November 30, 2016.

Statutory Overview

Section 205(a) of Title II of the HEA requires all institutions of higher education (IHEs) that conduct teacher preparation programs and that enroll students who receive HEA student financial assistance to submit to their States, and make available to the public, an annual report card that contains the information the provision identifies. Additionally, section 205(b) of the HEA requires States receiving HEA funds to submit to the Secretary, and make available to the public, an annual report on teacher preparation in the State. In particular, section 205(b)(1)(F) requires each State to provide a description of the criteria

it uses to assess the performance of teacher preparation programs within IHEs in the State, and requires those criteria to include “indicators of the academic content knowledge and teaching skills of students enrolled in such programs.” Section 207(a) of the HEA further requires each State to use those criteria to identify low-performing teacher preparation programs, to help those programs improve through technical assistance, and to provide the Secretary an annual list of those programs it finds to be low-performing or at risk of being considered low-performing. As described herein, States determine the levels of program performance, as well as the weighting of criteria. The full text of the regulations can be found on the Department of Education’s website.

Reference: <https://www.federalregister.gov/documents/2016/10/31/2016-24856/teacher-preparation-issues>

Major Elements of the Final Regulations:

- Providing transparency around the effectiveness of all preparation programs (traditional, alternative routes, and distance) by requiring states to report annually – at the *program* level – on the following measures:
 - Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools;
 - Feedback from graduates and their employers on the effectiveness of program preparation;
 - Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
 - Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.
- Allowing states flexibility in whether to report on additional measures, and how to weigh all outcome measures, while requiring states to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing).
- Requiring states to engage with a wide range of stakeholders, including educators and a wide range of program providers, in developing and/or improving their meaningful systems to identify effective and low-performing programs.
- Incentivizing aspiring teachers in a high-need field or in a low-income school to attend high-quality programs by limiting TEACH grants to only those programs that states determine to be effective for at least two of the previous three years.

States will design their reporting system, in consultation with stakeholders, during the 2016-17 academic year. They may choose to use 2017-18 as a pilot year and fully implement the system in 2018-19. The first year for which any program might lose TEACH grant eligibility will be 2021-2022.

ABTEL members discussed the establishment of procedures for assessing and reporting program performance.

REVIEW OF SUPERINTENDENT'S MEMORANDUMS AND BOARD ITEMS RELATED TO TEACHER EDUCATION AND LICENSURE

Patty Pitts provided a summary of selected Superintendent's Memorandums related to teacher education and licensure and the Advisory Board on Teacher Education and Licensure's recommendations to the Board of Education.

MEMORANDUMS:

(December 16, 2016, MEMO 300-16)

- **Transmittal of "Statement of Administrative Impact" for the Promulgation of Amendments to the *Procedure for Adjusting Grievances* and Notice of the Effective Date of the Regulations**

The Board of Education regulations, *Procedure for Adjusting Grievances* (8 VAC 20-90), were amended to conform to the *Code of Virginia*. The revised regulations became effective November 30, 2016.

(January 6, 2017, MEMO 001-17)

- **A Model Exit Questionnaire for Teachers in Virginia**

The 2016 Virginia General Assembly passed Senate Bill 360, requesting the Superintendent of Public Instruction to develop and provide to local school divisions a model exit questionnaire for teachers.

A model Teacher Exit Questionnaire has been provided to Virginia school divisions. Divisions are encouraged to use the Model Teacher Exit Questionnaire to collect information about teachers' experiences in their school division and factors that may have influenced their decisions to leave their positions. This information also should provide information about teaching and learning conditions in schools.

(January 6, 2017, MEMO 004-17)

- **Transmittal of "Statement of Administrative Impact" for the Promulgation of an Amendment to the *Licensure Regulations for School Personnel Regarding Awareness Training on the Indicators of Dyslexia* and Notice of the Effective Date of the Regulations**

The Board of Education *Licensure Regulations for School Personnel* have been amended to conform to the *Code of Virginia*. The revised licensure regulations will become effective January 25, 2017. The awareness training on the indicators of dyslexia requirement becomes effective on July 1, 2017. By spring, the Department of Education will provide the online training.

Board Items Related to Teacher Education and Licensure
(November 17, 2016, Board of Education Meeting)

- **Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation to Grant Approval to Add New Education (Endorsement) Programs at Shenandoah University and Washington and Lee University (Rockbridge Teacher Education Consortium)**

The Board approved the Advisory Board on Teacher Education and Licensure’s recommendation to add the following new education (endorsement) programs:

Shenandoah University

Reading Specialist, Graduate Program

Early Childhood for Three- and Four-Year-Olds (Add-on-Endorsement) Graduate Program

Washington and Lee University (Rockbridge Teacher Education Consortium)

Music Education-Vocal/Choral PreK-12, Undergraduate Program.

- **Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation to Amend the *Licensure Regulations for School Personnel* to Comply with House Bill 261 of the 2016 Virginia General Assembly (Fast Track)**

The Board of Education approved the Advisory Board on Teacher Education and Licensure’s recommended amendments to the *Licensure Regulations for School Personnel* to conform to House Bill 261 of the 2016 General Assembly. This bill requires the Board of Education to provide for the issuance of a provisional license, valid for a period not to exceed three years, to any former member of the Armed Forces of the United States of the Virginia National Guard who has received an honorable discharge and has the appropriate level of experience or training but does not meet the requirements for a renewable license. The recommendations will be submitted through the “Fast Track” of the Administrative Process Act.

- **Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation to Amend the *Licensure Regulations for School Personnel* to Comply with House Bill 279 of the 2016 Virginia General Assembly (Exempt Action)**

The Board approved the Advisory Board on Teacher Education and Licensure’s recommended amendments to the *Licensure Regulations for School Personnel* for to conform to House Bill 279 of the 2016 general assembly. The bill requires the Board of Education to provide for the issuance of a three-year license to qualified individuals to teach high school career and technical education courses in specific subject areas for no more than 50 percent of the instructional day or year, on average. The recommendations will be submitted through the “Exempt Action” of the Administrative Process Act.

- **Final Review of the Virginia Department of Education’s Application for an Annual Waiver of the Teacher Licensure Requirements for Trade and Industrial Education Teachers to Comply with House Bill 682 of the 2016 Virginia General Assembly**

The Board approved the application process and form for the annual waiver applications of licensure requirements for individuals hired to teach in a trade and industrial education program. The 2016 General Assembly passed House Bill 682 that amended the statute by adding *Code of Virginia*, § 22.1-299.5. Waiver of teacher licensure requirements; trade and industrial education programs. A Virginia school division superintendent may apply to the Department of Education for an annual waiver of teacher licensure requirements if the individual meets the specified criteria.

(Scheduled for the January 26, 2017, Board of Education Meeting)

- **First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis Algebra I (5162) Test for the Mathematics – Algebra I (Add-on) Endorsement**

This item is scheduled to be reviewed on January 26, 2017. The Advisory Board on Teacher Education and Licensure’s recommendation is to: (1) approve the use of the Praxis Algebra I (5162) test as a professional teacher’s assessment as an option to add the Mathematics – Algebra I (add-on endorsement) to a teaching license; (2) set a passing score of one Conditional Standard Error of Measurement below the multi-state panel recommended score because it is a new assessment and there is no performance data; and (3) review the passing score after sufficient performance data becomes available.

LIAISON REPORTS

- **Virginia Community College System (VCCS)**

No report was given by VCCS.

- **State Council of Higher Education for Virginia (SCHEV)**

SCHEV staff announced five **Affordable Pathways Partnership Grant** awards on December 1 -- (J. Sargeant Reynolds, John Tyler, Patrick Henry, and Piedmont Virginia Community Colleges and Old Dominion University)

Grants awarded in the first round targeted the expansion and creation of sustainable, affordable pathway programs that focus primarily on high school to college-age students; strengthen PK-12 partnerships with higher education; implement or expand pathways that support cost savings to students such as opportunities for early college credit, improve time-to-degree/credential or completion rates, particularly for underrepresented populations; and lead to a degree, certificate or workforce credential.

Later in the month, SCHEV announced a second round of funding from the Fund for Excellence in Innovation to support partnership planning grants.

The GEAR UP Virginia (GUV) cohort has now entered high school and is in ninth grade in 15 school divisions and 23 high schools.

GUV rolled out to all of its partner schools, the online tutoring service, **tutor.com** (part of *Princeton Review*). The 24-hour homework help service is available to all of GUV divisions that signed-up to participate in the program. iPad Minis are provided to support consistent communication and access to resources.

- **Virginia Department of Education**

Mrs. Patty Pitts thanked ABTEL members for their work and reminded members of the next ABTEL meeting date -- March 20, 2017.

ADJOURNMENT

The Advisory Board on Teacher Education and Licensure meeting was adjourned.