

MINUTES HAVE NOT BEEN APPROVED. ABTEL WILL RECEIVE THE MINUTES  
AT THE SEPTEMBER 2017 MEETING FOR APPROVAL.

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

**MINUTES**

**Meeting Date and Location:** April 24, 2017

Four Points By Sheraton Hotel – Richmond Airport 4700  
South Laburnum Avenue  
Henrico, Virginia 23231

**ABTEL Members Present:**

Ms. Jennifer Andrews  
Mrs. Bonnie Bowen  
Mr. Travis Burns  
Ms. Selena Dickey  
Dr. Holly Gould  
Mr. Brian McGovern

Dr. James A. Meyer  
Mrs. Nancy Moga  
Dr. Diane Simon  
Ms. Cheryl Sprouse  
Dr. Patricia Stohr-Hunt  
Ms. Kate Sydney

Mrs. Nancy Welch  
Ms. Charletta Williams  
Mrs. Lesleye Williams  
Dr. Phillip Wishon

**ABTEL Members Absent:**

Mrs. Kathy Burcher  
Dr. Garry Carter, Jr.  
Mrs. Tracy Mercier  
Dr. Willie Sherman  
Dr. Sherry Wilson

**Board of Education Liaison:**

Mrs. Diane T. Atkinson substituted for  
Ms. Elizabeth Lodal

**Ex-Officio Members:**

Dr. Monica Osei (absent)  
State Council of Higher Education for Virginia

Ms. Mary Heather F. MacLeod substituted for  
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 (absent)

**Guests:**

Mr. Paul Joseph, Educational Consulting Services  
Mr. Paul Mulcahy, Regional Development Specialist,  
University of Phoenix

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**Guests: (continued)**

Dr. Antoinette Rogers, Office of Teaching and Learning Director, 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**

**Ms. Charletta Williams made a motion to approve the agenda as presented. Mrs. Bonnie Bowen seconded the motion. The motion was unanimously approved.**

- **Approval of Minutes**

Mrs. Nancy Moga noted that James Meyer's title should be "Dr." on page 3. **Dr. James Meyer made a motion to approve the March 20, 2017, Advisory Board minutes as corrected. Dr. Diane Simon seconded the motion. The motion was unanimously approved.**

- **Public Comment**

No individuals requested to speak during the public comment period.

**RECOGNITION OF ADVISORY BOARD MEMBERS**

Mrs. Nancy Moga, Chair of the Advisory Board, recognized outgoing Advisory Board members for their outstanding service. Mrs. Moga presented each member with a Certificate of Appreciation signed by the Board of Education President and the Superintendent of Public Instruction.

Dr. Diane Simon  
Ms. Cheryl Sprouse  
Ms. Lesleye Williams

Mrs. Diane Atkinson, Board of Education Member, presented Mrs. Nancy Moga a Certificate of Appreciation and expressed the Board of Education's gratitude for her service as a member and chair of ABTEL. Mrs. Atkinson thanked all of these outstanding members for their work.

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On behalf of the Department of Education, Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, expressed appreciation to these exceptional members for their many contributions to the Advisory Board and service to teachers and students in the Commonwealth.

**ACTION AGENDA ITEMS**

- **Action Agenda Item 1: Review of a Recommendation to the Board of Education for a Qualifying Score on the New SAT® as a Substitute Test for Praxis Core Assessment for Entry Into a Teacher Preparation Program**

Mrs. Patty Pitts presented the item, *Review of a Recommendation to the Board of Education for a Qualifying Score on the New SAT® as a Substitute Test for Praxis Core Assessment for Entry Into a Teacher Preparation Program*.

Section [23.1-902](#). “(Effective October 1, 2016) **Education preparation programs offered by institutions of higher education**” of the *Code of Virginia* states the following:

- A. Education preparation programs offered by public institutions of higher education and private institutions of higher education shall meet the requirements for accreditation and program approval as prescribed by the Board of Education in its regulations.
- B. As provided in § [22.1-298.2](#), the Board of Education shall prescribe an assessment of basic skills for individuals seeking entry into an approved education preparation program and shall establish a minimum passing score for such assessment. The Board of Education may prescribe in its regulations other requirements for admission to approved education preparation programs in the Commonwealth.
- C. Any candidate who fails to achieve the minimum score established by the Board of Education may be denied entrance into an education preparation program on the basis of such failure, but any such candidate who gains entrance and enrolls in an education preparation program shall have the opportunity to address all deficiencies.

2006, cc. [27](#), [349](#), § 23-9.2:3.6; 2016, c. [588](#).

In 2006, the General Assembly approved Section [22.1-298.2](#) of the *Code of Virginia* directing the Board of Education to prescribe an assessment of basic skills for individuals seeking entry into Virginia approved teacher education programs. The Praxis I Pre-Professional Skills Test was approved as the prescribed assessment of basic skills for individuals seeking program entry. The Board of Education approved the use of the SAT and ACT as substitute tests for Praxis I. Subsequently, in March 2010, the Board of Education also approved the Virginia Communication and Literacy Assessment (VCLA) as a substitute test for the Praxis I Reading and Writing tests combined with the Praxis I Mathematics assessment (or equivalent SAT or ACT test scores) to meet the entry assessment requirement.

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On June 27, 2013, the Board of Education approved the Praxis Core Academic Skills for Educators Tests to replace the Praxis I Pre-Professional Skills Tests for reading, writing, and mathematics as the assessments for entry into a Virginia approved teacher education program. The following SAT and ACT substitute tests were approved to continue as substitute tests for the basic skills entry assessment until comparison studies using the Praxis Core Academic Skills for Educators Tests: Reading (5712); Writing (5722); and Mathematics (5732) were available.

**SAT AS A SUBSTITUTE TEST**

**SAT Taken Prior to April 1, 1995** – a score of **1000** with at least **450** on the verbal and **510** on the mathematics tests;

**SAT Taken After April 1, 1995** – a score of **1100** with at least **530** on the verbal and **530** on the mathematics tests.

A new SAT test was administered by The College Board in March 2016. As a result of this redesign, qualifying scores on the new SAT test will need to be approved in order to accept the SAT as a substitute test for entry into a teacher preparation program.

The SAT test was redesigned and introduced in March 2016 to more accurately assess student preparedness for the demands of collegiate academics (Shaw, Marini, Beard, Shmueli, Young, and Ng, 2016)<sup>1</sup>. In a validity and reliability pilot study of the redesigned SAT by Shaw et al. (2016), the following comparison is made of the old and redesigned SAT test:

*Instead of the SAT having three sections, each on a 200–800 scale, the redesigned SAT will now have two broad sections: Evidence-Based Reading and Writing, and Math, each on a 200–800 scale. Within the Evidence-Based Reading and Writing section, there will be two test scores: a Reading Test score and a Writing and Language Test score, each on a 10–40 scale. The Math section will also produce a Math Test score on a 10–40 scale. The Essay will now be optional, and students will have 50 minutes instead of 25 minutes to write. There will also be a number of sub-scores and cross-test scores produced to provide richer information to students, schools, and institutions on student performance. Another notable change is that students will earn points for the questions they answer correctly and will not lose points for incorrect answers as they had on the previous SAT.*

Because the redesigned SAT differs from the current SAT, a numerical score on one test will not be equivalent to the same numerical score on the other. The College Board has provided a concordance between the scores on the current SAT and the redesigned SAT that shows how to relate the scores of one test to the scores of the other. This SAT Concordance is available on the following web site: <https://collegereadiness.collegeboard.org/pdf/higher-ed-brief-sat-concordance.pdf>.

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<sup>1</sup> The Redesigned SAT® Pilot Predictive Validity Study: A First Look. Research Report 2016-1. EJ Shaw, JP Marini, J Beard, D Shmueli, L Young, H Ng, College Board

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According to Janet Swandol, Director, State and District Partnerships for The College Board (*e-mail communication, April 5, 2017*), other states (notably Florida, Washington, Louisiana, and Oregon) have used similar methodology to concord teacher training program requirements from pre-March 2016 to current SAT scores without changing the underlying qualification policies or their intent.<sup>2</sup>

**Mrs. Bonnie Bowen made the motion that the Advisory Board on Teacher Education and Licensure recommend to the Board of Education that the following qualifying scores on the SAT as a substitute test for the Praxis Core Academic Skills for Educators Tests:**

**SAT AS A SUBSTITUTE TEST**

**SAT Taken Prior to April 1, 1995** – a score of **1000** with at least **450** on the verbal and **510** on the mathematics tests;

**SAT Taken After April 1, 1995 and Prior to March 1, 2016** – a score of **1100** with at least **530** on the verbal and **530** on the mathematics tests;

**SAT Taken after March 1, 2016** – a total score of **1170** with at least **580** on Evidence-based Reading and Writing Section and **560** on the Math Section.\*

*\*These scores are derived from the current policy using data published by the College Board in a concordance study; tables from this study are available for review at: <https://collegereadiness.collegeboard.org/pdf/higher-ed-brief-sat-concordance.pdf>. Refer to the following appendices: (Appendix A, Table 10, Old SAT to New SAT Concordance Table); (Appendix B, Table 3, New SAT Math Section to Old SAT Math Section Concordance Table);\_and (Appendix C, Table 14, Old SAT Critical Reading to New SAT Reading Test Concordance Table).*

**Mrs. Nancy Welch seconded the motion. The motion passed with a 16-0 vote.**

- **Action Agenda Item 2: Review and Approval of Advisory Board on Teacher Education and Licensure Meeting Assistant Superintendent Dates for the 2017-2018 School Year**

Mrs. Patty Pitts proposed meeting dates for the 2017-2018 Advisory Board on Teacher Education and Licensure.

**Dr. Holly Gould made a motion to approve the following meeting dates for ABTEL for the 2017-2018 year:**

**Monday, September 18, 2017** [*Note: Subsequent to the meeting, this date was changed to September 25, 2017, by consensus of ABTEL members.*]

**Monday, November 13, 2017**

**Monday, January 22, 2018**

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<sup>2</sup> Janet Swandol, Director, State and District Partnerships, The College Board

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**Monday, March 19, 2018**

**Monday, April 23, 2018**

**Ms. Cheryl Sprouse seconded the motion. The motion passed with a 16-0 vote.**

## **REPORTS AND PRESENTATIONS**

### **Report 1: Report on Critical Shortages in Virginia and Programs Coordinated in the Division of Teacher Education and Licensure to Address Teacher Shortages**

The Advisory Board on Teacher Education and Licensure requested Department of Education staff to make a presentation on the Virginia critical shortage teacher endorsement areas and programs coordinated by the Division of Teacher Education and Licensure to address the shortages.

The *Appropriation Act* requires the Department of Education to report annually to the General Assembly on the critical teaching shortage areas in Virginia. In response to this requirement, data were obtained from the Supply and Demand Survey for School Personnel and the Instructional Personnel Data Collection sent by the Department of Education to each of Virginia's school division superintendents in October 2015, to determine qualifications for teachers and administrators. Information requested on the survey was based on school data reports as of October 1, 2015. These data were used to determine 2017-2018 critical shortage teaching endorsement areas in Virginia.

In Virginia, "critical shortage" may be defined in two ways: (1) shortages by subject matter as designated from the top ten academic disciplines identified in an annual survey of school divisions; or, (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for a position. Determination of critical shortages in specific teaching endorsement areas and their rankings are dependent on the method of calculation used. As such, specific shortage areas identified will differ among school divisions (i.e., geographic regions) and statewide analysis of subject matter designations.

The 2017-2018 top ten critical shortage teaching endorsement areas identified statewide were determined based on method number one as noted above and prescribed methodology for designation of teacher shortage areas outlined by the U.S. Department of Education. The top ten critical shortage teaching endorsement areas will be reported to the Virginia Retirement System and will be used to determine candidate eligibility for the Virginia Teaching Scholarship Loan Program. Endorsement areas were ranked according to the most severe academic teaching shortage areas.

The ranking is based on an aggregation of the following: a) total number of teaching positions that are unfilled; b) teaching positions that are filled by provisionally licensed teachers; and c) teaching positions that are filled by teachers who are licensed, but who are teaching in academic subject areas other than their area of preparation. Data analyses include calculated rankings in the three areas noted as of October 1, 2015, as reported in the 2015-2016 Supply and Demand Survey for School Personnel and the Instructional Personnel Data Collection. All 132 school divisions responded to the survey. A total of 96,034 full-time equivalent (FTE) teachers as of October 1, 2015, were reported for SY2015-2016 in the Instructional Personnel and Licensure annual data collection for school divisions. Rankings were totaled and the resulting sum ranked to determine critical teaching area shortages.

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2017-2018 Top Ten Critical Shortage Teaching Endorsement Areas in Virginia

Special Education  
Elementary Education PreK-6  
Middle Education Grades 6-8  
Career and Technical Education  
Mathematics Grades 6-12 (including Algebra 1)  
School Counselor PreK-12  
English (Secondary)  
Foreign Languages PreK-12  
Health and Physical Education PreK-12  
History and Social Science (Secondary)

The Division of Teacher Education and Licensure, Department of Education, coordinates numerous initiatives to elevate the teaching profession and support teachers. The presentation included an overview of these initiatives, including the Career Switcher Program, Mentoring Funding, National Board Certification Incentives, Teacher Residency Programs, TeachVirginia, Virginia Teaching Scholarship Loan Program, Clinical Faculty Programs, Special Education Traineeships, STEM Grants, Virginia Teacher of the Year, and Milken Educator Awards.

**Report 2: Report on the 2017 Virginia General Assembly Legislation Related to Revisions in Teacher Education and Licensure Requirements**

Mrs. Patty Pitts, Assistant Superintendent, Division of Teacher Education and Licensure, Virginia Department of Education, presented a detailed report as a follow up to the an update on the *2017 Virginia General Assembly Legislation Related to Education* presented by Mr. Zachary Robbins, Director of Policy and Communication. The update outlined the decisions made in the reconvened session that was held on April 5, 2017.

Mrs. Pitts reviewed the following legislation related to teacher education and licensure that must be implemented in response to the 2017 Virginia General Assembly.

**[HB 1770](#) and [SB 1583](#) Teacher licensure; career and technical education; certain local waivers.**

Permits each local school board or division superintendent to waive certain enumerated licensure requirements for any individual whom it seeks to employ as a career and technical education teacher and who is also seeking initial licensure or renewal of a license with an endorsement in the area of career and technical education. This bill is identical to [SB 1583](#).

**[HB 1829](#) Teacher licensure; certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators; hands-on practice.**

Specifies that the certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators that is required of every person seeking initial licensure or renewal of a license as a teacher shall include hands-on practice of

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the skills necessary to perform cardiopulmonary resuscitation. [Effective date: September 1, 2017.](#)

**[HB 2140](#) and [SB 1523](#) **Teachers turnover; exit questionnaire; pilot program.****

Requires the Department of Education (the Department) to develop and oversee a pilot program to administer across five geographically and demographically diverse school divisions the model exit questionnaire for teachers developed by the Superintendent of Public Instruction (the Superintendent), analyze the results of each such questionnaire, and include such results and analysis in the Superintendent's annual report beginning in 2018. The bill requires the Department to (i) administer such questionnaire to each teacher who ceases to be employed by the relevant school board for any reason and (ii) collect, maintain, and report on the results of each such questionnaire in a manner that ensures the confidentiality of each teacher's name and other personally identifying information. This bill is identical to [SB 1523](#).

**[HB 2352](#) **Teacher licensure by reciprocity; professional teacher's assessments.****

Exempts from any professional teacher's assessment requirements any individual who has obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education, subject to the approval of the division superintendent or the school board in the school division in which such individual is employed. The bill requires the Department of Education to analyze the current requirements for teacher licensure by reciprocity in the Commonwealth, including the statutory and regulatory requirements for such licensure, and report its findings, including any recommendations for changes to such requirements, to the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2017.

**[HB 2432](#) **Teachers and other school personnel; investigation of certain complaints, license revocation.****

Requires the Board of Education to include in its regulations governing the licensure of teachers and other school personnel procedures for the immediate and thorough investigation by the division superintendent or his designee of any complaint alleging that a license holder has engaged in conduct that may form the basis for the revocation of his license, including requirements for (i) the division superintendent to petition for the revocation of the license upon completing such investigation and finding that there is reasonable cause to believe that the license holder has engaged in conduct that forms the basis for revocation of a license; (ii) the school board to proceed to a hearing on such petition for revocation within 90 days of the mailing of a copy of the petition to the license holder, unless the license holder requests the cancellation of his license in accordance with Board regulations; and (iii) the school board to provide a copy of the investigative file and such petition for revocation to the Superintendent of Public Instruction at the time that the hearing is scheduled. The bill clarifies that in the case of a teacher who is or becomes the subject of a founded complaint of child abuse and neglect, such teacher shall be dismissed after all rights to any administrative appeal have been exhausted. Current law does not specify that such appeals are administrative in nature.



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**SB 1117 School counselors; licensure.**

Requires every person seeking initial licensure or renewal of a license with an endorsement as a school counselor to complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.

**SB 1160 Teacher Education and Licensure, Advisory Board on; increases membership.**

Adds three legislative members, two of whom shall be members of the House of Delegates appointed by the Speaker of the House of Delegates and one of whom shall be a member of the Senate appointed by the Senate Committee on Rules, to the Advisory Board on Teacher Education and Licensure. The bill provides an exception to the prohibition against service by legislators on boards within the executive branch for the Advisory Board.

**INFORMATIONAL ITEMS**

• **Board of Education Item, March 23, 2017**

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

Mrs. Patty Pitts reported that on March 23, 2017, the Board of Education approved the Advisory Board on Teacher Licensure’s recommendation to revise the definitions of “at-risk of becoming low performing” and “low-performing” institutions of higher education in Virginia as required by Title II of the Higher Education Opportunity Act (HEOA).

• **Superintendent Memorandums**

Mrs. Patty Pitts provided the following summary of Superintendent’s Memorandums related to Teacher Education and Licensure

April 7, 2017, MEMO #102-17

**Dyslexia Awareness Training Module Requirement for Initial Licensure and Licensure Renewal – Effective July 1, 2017**

This correspondence is a follow-up to Superintendent’s Memo #004-17, dated January 6, 2017, notifying school divisions that in response to House Bill 842 of the 2016 General Assembly, the Virginia Board of Education amended the requirements for licensure.

Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. This requirement becomes effective July 1, 2017.

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To meet the requirements, the Virginia Department of Education has developed a free online Dyslexia Awareness Training Module. The module may be accessed at the following address: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>. Individuals completing the module should print a copy of the certificate of completion for verification. The module has a value of five professional development points. Questions or concerns relating to the Dyslexia Awareness Module should be directed to Special Education Instruction via email at [spedinstruction@doe.virginia.gov](mailto:spedinstruction@doe.virginia.gov).

Additional resources entitled *Specific Learning Disability Supplementary Guide*, *Dyslexia: Frequently Asked Questions* and *Virginia's Guidelines for Educating Students with Specific Learning Disabilities* are available at the following address: [http://www.doe.virginia.gov/special\\_ed/disabilities/learning\\_disability/](http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/).

### **School Divisions Submitting Requests for Initial Licensure or License Renewal**

Effective July 1, 2017, school divisions submitting requests for initial licensure or license renewal on behalf of employees will be required to verify the completion of the Dyslexia Awareness Training Module.

### **Individuals Submitting Requests for Initial Licensure or License Renewal**

Effective July 1, 2017, an individual requesting initial licensure or license renewal must submit official documentation of the completion of the Dyslexia Awareness Training Module.

April 14, 2017, MEMO #117-17

### **Call for Nominations for the Advisory Board on Teacher Education and Licensure**

The Virginia Board of Education is seeking nominees for three vacancies to serve a three-year term on the Advisory Board on Teacher Education and Licensure (ABTEL).

- Citizen-at-large – priority consideration will be given to Regions 6, 7, or 8
- Classroom Teacher (Secondary) – priority consideration will be given to Region 4
- Classroom Teacher (Middle) – priority consideration will be given to Region 5
  - This appointment will fill an unexpired term until 6/30/2018.

### **LIAISON REPORTS**

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

No report was presented.

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

No report was presented.

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- **Virginia Department of Education**

Mrs. Patty Pitts thanked all of the members for their work on ABTEL.

**ADJOURNMENT**

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