



**Virginia Plan for Title II
Reporting Requirements
of the Higher Education Act
(Sections 207 and 208)**

**Approved by the
Virginia Board of Education
September 28, 2000**

**Commonwealth of Virginia
Virginia Department of Education
Division of Teacher Education and Licensure**

TABLE OF CONTENTS

Acknowledgements.....	1
Introduction.....	3
Section 1: The Identification of the State Agency Responsible for Submitting the State Report and Coordinating the Efforts on a Statewide Basis.....	9
Section 2: A description of the process the state has used to establish implementation procedures in collaboration with public and private Institutions in the state and, as applicable, the testing company.....	11
Section 3: Describe the procedures that ensure that the state and each institution that reports to it will use the definition that the guide established.....	14
Section 4: Describe the major steps for preparing, calculating, verifying, and reporting pass rates.....	19
Section 5: Confirmation of the establishment of certain information.....	21
Section 6: Miscellaneous required information.....	23
Section 7: Low-Performing Institutions.....	25
Appendices.....	28

Acknowledgements

Personnel in the Virginia Department of Education acknowledge with appreciation the contributions of many educators in developing the Virginia plan for the Title II reporting requirements. The department also acknowledges the exemplary work of the Title II Advisory Panel representing deans, program directors, the Virginia Board of Education, the State Council of Higher Education for Virginia and other higher education organizations. The panel members consisted of the following:

Dr. Elsie M. Barnes
Norfolk State University

Dr. Leon Wright Bey
Virginia State University

Dr. Douglas T. Brown
James Madison University

Dr. Ronald E. Diss
Emory and Henry College

Mrs. Brenda Duda
Advisory Board on Teacher Education and Licensure

Dr. Delores Greene
Virginia Union University

Dr. Virginia L. McLaughlin
The College of William and Mary

Mrs. Susan T. Noble
Virginia Board of Education

Dr. John Oehler
Virginia Commonwealth University

Dr. Cora Salzberg
State Council for Higher Education for Virginia

Dr. Patricia Shoemaker
Radford University

Dr. Donovan D. Steiner
Eastern Mennonite University

Dr. J. David Smith
Longwood College

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

Superintendent of Public Instruction

Dr. Jo Lynne DeMary

Deputy Superintendent of Public Instruction

Dr. Kenneth A. Magill

Division of Teacher Education and Licensure

Dr. Thomas A. Elliott

Assistant Superintendent of Teacher Education and Licensure

Mrs. Patty S. Pitts

Director of Teacher Education and Licensure

Dr. James E. Laws, Jr.

Associate Director of Teacher Education and Licensure

State Coordinator for Title II Reporting

Telephone Number (804) 692-0251

Fax Number (804) 786-6759

e-mail, jelaws@pen.k12.va.us

Mrs. Byrd G. Latham

Teacher Education Specialist

Mr. Paul Joseph

Senior Licensure Specialist

Dr. JoAnne Y. Carver

Comprehensive System of Personnel Development (CSPD) Specialist

Dr. Winston O. Odom

Alternative Programs and Recruitment Specialist

Virginia Plan for Title II Reporting Requirements of the Higher Education Act

Introduction

The review and approval of programs for the preparation of teachers in Virginia is viewed as the cooperative responsibility of institutions of higher education, school systems, and the Department of Education. Although approval of programs ultimately rests with the Board of Education, this cooperative effort fosters the development of teacher preparation programs that ensure quality, reflect research-supported best practices, and build upon the unique strengths of faculty and students.

The Board of Education first adopted approved program requirements for the preparation of teachers in Virginia in 1964. In 1968 institutional site visits to review the status of programs were initiated. At that time, the review process consisted primarily of determining that the courses offered by a college or university paralleled the courses required by state licensure regulations. More recently, programs have been reviewed under comprehensive guidelines that emphasize flexibility and accountability rather than the enumeration of courses. Current Virginia licensure regulations establish competencies rather than specific courses for approved programs.

Nationally, the reform literature focuses on changes that have already occurred in Virginia, namely the requirement of an appropriate arts or sciences major for prospective teachers and the requirement of a rigorous licensure assessment in the content area. Virginia institutions have been requiring an arts or sciences major for more than ten years. The National Teacher Examinations (NTE) became a licensure requirement in 1981. When the Educational Testing Service announced that the NTE would be discontinued, the Board of Education adopted the Praxis I Pre-Professional Skills Assessments in reading, mathematics, and writing as a licensure requirement for all new teachers and approved the highest score requirements in the nation. The Board of Education also approved new Praxis II content assessments that emphasize the synthesis, analysis, and application of content knowledge rather than factual recall.

In addition to meeting Board of Education requirements, several institutions have obtained national accreditation of their programs. In 1964 Longwood College and Virginia State University became the first Virginia institutions to be accredited by NCATE. Fifteen Virginia institutions now have achieved national accreditation.

The commonwealth is known for distinctive teacher preparation programs that are recognized for excellence in teaching across the state and nation. In Virginia, the program approval process requires that prospective teachers meet rigorous academic standards of excellence in order to develop the background necessary for quality classroom instruction. The process assures that

prospective teachers achieve a high level of competence in professional education. Virginia's teacher preparation programs share the following characteristics:

- strong selection process for entry into the program;
- thorough grounding in the content field;
- research-based professional studies; and
- extended field experiences that are coordinated with specific courses and culminate in student teaching.

The Commonwealth of Virginia has initiated comprehensive reform in public education. In 1995, the Virginia Board of Education raised educational standards for all public-school students with the adoption of rigorous grade-by-grade Standards of Learning (SOL). Since that time a testing program based on the Standards of Learning has been implemented and new Standards of Accreditation adopted for schools which incorporate tests results in requirements for student high school graduation and individual school accreditation. In the spring of 1999, school performance report cards were sent to local school divisions for direct mailing to parents for the first time. These reports are provided annually. Support in implementing this comprehensive report has been provided in teacher training, provisions of materials and model curricula, and the establishment of eight Governor's Best Practices Centers.

To ensure that teachers have the background needed to facilitate student achievement of the new standards, the Board approved licensure regulations for school personnel aligned with the Standards of Learning. Rather than specifying courses for approved teacher preparation programs, the licensure regulations set forth competencies for each teaching endorsement area. The competencies are aligned with the K-12 student standards.

Following the adoption of the Standards of Learning and the licensure competencies, regulations governing approved programs were also revised. These revisions were presented to the Board of Education on October 28, 1999, and were approved to continue through the Administrative Process Act, a review procedure required for all regulatory changes in Virginia. The achievement of approved program status under the revised standards will indicate that the program is aligned with the licensure competencies and the K-12 student standards.

The revised approved program process is based on standards that govern the professional education department and procedures for the review of each endorsement program. The standards are grouped into the following four categories:

- I. Professional Education Program Design
- II. Candidates in Professional Education Programs
- III. Faculty in Professional Education Programs
- IV. Operation and Accountability of Professional Education Programs.

The process requires a site review of the program that is conducted by a team of professionals who have been trained in the implementation of the revised standards and procedures. At the

conclusion of the on-site visit, the review team will prepare a final report that contains one of the following recommendations concerning the professional education program:

- **Approval** - the professional education department and endorsement programs are considered satisfactory;
- **Approval with Stipulations** – the professional education department or one or more of the specific endorsement programs have met the standards minimally; or
- **Denial** – the professional education does not meet the standards.

The designation of “Approval with Stipulations” requires that corrective action be taken within a specified period of time that is not to exceed two years. Technical assistance will be provided to the professional education department and to specific endorsement programs during the period of corrective action.

Despite the many achievements of the approved programs in the commonwealth, Virginia is experiencing the same challenges as other states in the recruitment and retention of teachers particularly in certain academic and geographic areas. The factors contributing to shortages in Virginia are similar to those across the nation – reduced class size, early retirements, and a decrease in the number of students entering the profession.

To assist with these challenges, recent sessions of the Virginia legislature have increased funding for the Virginia Teaching Scholarship Loan Program (VTSLP) and for local mentor teacher programs. The VTSLP provides funds, repaid by teaching, for full- and part-time students enrolled in teacher preparation programs in Virginia’s critical shortage fields. The funds are available for undergraduate and graduate students who are preparing to teach in any special education area, chemistry, earth science, physics, mathematics, foreign languages, or technology education. Minority students in any endorsement area and males preparing to teach in primary, elementary, or middle schools may also qualify for these funds.

Many school systems in the commonwealth have developed mentor teacher programs for beginning teachers to facilitate the transition from student teaching to the classroom. In 1999 legislation was enacted requiring a mentor for every new teacher. The most recent legislative session appropriated \$1.375 million for each year of the 2000-2002 biennium for mentor teacher and clinical faculty programs to assist new teachers. Typically, clinical faculty assist student teachers during the internship or student teaching period and mentors assist new teachers on the job.

The Virginia legislature has also appropriated funds to award a \$5,000 bonus to teachers who receive a certificate from the National Board for Professional Teaching Standards. The \$5,000 bonus is awarded for the first year of the certificate and \$2,500 is awarded annually for each year thereafter for the life of the certificate. Teachers who earn a National Board certificate while teaching in another state and then relocate to Virginia are automatically eligible for state licensure.

In addition to these legislative initiatives, the Board of Education established the “Career Switcher” Alternative Route to Licensure for Military Personnel. Two pilot programs were established for the 2000-2001 year. Selected participants successfully completed a three-week intensive summer induction program. The participants will be supported by a mentor during their first year of employment and will receive additional preparation in professional studies throughout the year. By summer 2001, these programs will be expanded to provide alternative routes to licensure for other career switchers. Also, the most recent session of the Virginia legislature approved having the Commission on Educational Accountability study issues related to the recruitment and retention of teachers.

The goal of Virginia’s reform is to improve student achievement by raising academic standards and requiring accountability for progress. The key to achieving our goal is to produce quality teachers for every classroom. The Commonwealth of Virginia has engaged in many initiatives in recent years to prepare, recruit, retain, and support teachers -- the adoption of licensure regulations for school personnel aligned with student standards; proposed regulations governing approved programs; approval of rigorous testing requirements for teachers; increased funding for mentor teacher programs, scholarship loan programs, and national board certification; and the establishment of a career switcher alternative program. Virginia will continue its efforts to provide educational excellence for all children in the Commonwealth.

Virginia Plan for Title II Reporting Requirements of the Higher Education Act

The Reference and Reporting Guide for Title II of the Higher Education Act lists seven major sections that are to be included in each state’s preliminary report. The sections are as follows:

SECTION 1 ***Agency Responsible for Reporting***

The identification of the state agency responsible for submitting the report and coordinating the efforts on a statewide basis.

SECTION 2 ***Collaboration with Institutions of Higher Education***

A description of the process the state has used to establish implementation procedures in collaboration with public and private institutions in the state and, as applicable, the testing company.

SECTION 3 ***Key Components of State’s Title II Reporting System***

A description of the procedures to ensure that the state and each institution that reports to it will use the definitions of “teacher preparation program,” “program completer,” “pass rates,” “waivers,” and other terms that the guide establishes and a description of the procedures used to ensure that the information to be reported by the state and institutions, including pass rates is complete and accurate.

SECTION 4 ***Pass Rates***

A description of the major steps for aggregating the information needed to calculate, verify, and report the pass rates.

SECTION 5

Pass Rates (continued)

Confirmation that the state has established a list of subject areas in which program completers may receive teacher certification or licensure, the relevant certification or licensure tests for each area of specialization, and cut scores applicable to members of that cohort. Also, confirmation is required that a common format will be used for institutions to send the identities of their program completers and their areas of specialization to the state or the testing company. Identification of the method to be used for the testing company to send the test scores back to the state or institution also is required.

SECTION 6

Miscellaneous Required Information

The academic year and test closure date for each cohort of program completers; the date by which institutions must submit to the state or testing company a list of program completers and their areas of specialization; the date that institutions will receive pass rates and verification data for the program completers on certification and licensure examinations they have taken in their areas of specialization; the process by which they will receive this information from the state or the testing company; and the information institutions will receive to enable them to verify pass-rate data, including explanation for any limitations in the data provided; and the components of the resolution process that will be available to institutions should they disagree with the state or testing company designation of program completers.

SECTION 7

Low-Performing Institutions

A description of the state's procedures for identifying low-performing teacher preparation programs in institutions of higher education, programs "at risk" of being considered low-performing, and the technical assistance provided to low-performing programs.

SECTION 1

The Identification of the State Agency Responsible for Submitting the State Report and Coordinating the Efforts on a Statewide Basis

Overview

The Virginia Board of Education approves the procedures and regulations governing the approval of teacher preparation programs and the issuance of licenses in Virginia. The Board of Education adopted the *Virginia Licensure Regulations for School Personnel* in 1998. The *Regulations Governing Program Approval* were adopted in 1994 and are currently being revised. It is anticipated that the revised regulations for program approval will become effective July 1, 2001. These regulations provide the framework for teacher education and licensure in Virginia. Since the Board of Education is the sole entity with authority to amend and adopt regulations governing teacher preparations and licensure in Virginia, the responsibility for adhering to the Title II reporting requirement rests with the Board of Education.

The Virginia Department of Education is responsible for implementing the policies set forth by the Board of Education. Therefore, the agency responsible for preparing the Virginia Title II report is the Department of Education. This task is assigned to the Division of Teacher Education and Licensure, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120.

The following sections of the *Code of Virginia*, verify the Board of Education's authority in this area.

Section 22.1-16. Bylaws and regulations generally.

"The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title."

Section 22.1-298. Regulations governing licensure.

- A. "The Board of Education shall, by regulation, prescribe the requirements for the licensure of teachers. Such regulations shall include a requirement that every teacher seeking initial licensure take a professional teacher's assessment prescribed by the Board."...
- E. Persons seeking initial licensure who graduate from Virginia institutions of higher education shall, on and after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education.

- F. The Board of Education in consultation with the State Council of Higher Education, shall develop guidelines for performance reports to be submitted by the public institutions of higher education pursuant to § 23-9.2:3.4. Such reports shall include annual data on the pass rates, by institution, of graduates of Virginia's institutions of higher education taking the state licensure examination and shall not include any identifying individual graduates.

Section 22.1-305.2. Regulations governing the Advisory Board on Teacher Education and Licensure

"The Advisory Board on Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to the standards for the approval of preparation programs and reciprocal approval of preparation programs."

Section 22.1-316. Regulations governing the Interstate Agreement on Qualification of Educational Personnel.

"The Interstate Agreement on Qualification of Educational Personnel is hereby enacted into law. Any contract dealing with acceptance of educational personnel on the basis of their having completed an educational program shall specify the earliest date or dates on which originating state approval of the program or programs involved can have occurred."

Implementation of the Virginia Plan

Overall responsibility for developing the Virginia plan for complying with the Title II requirements has been given to the Division of Teacher Education and Licensure. A statewide coordinator and a Title II Advisory Panel have been appointed. Colleges and universities have been informed and updated regularly on the reporting process. Section 2 of this plan provides a detailed explanation of the activities that have taken place to develop and implement this plan. Specifically, at the September 28, 2000, meeting of the Board of Education, the Virginia plan was approved by the Virginia Board of Education for submission to the U.S. Department of Education.

SECTION 2

A description of the process the state has used to establish implementation procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. The state must include any necessary state-specific interpretations of the guide and describe the steps it has taken to provide all public and private institutions that have teacher preparation programs with the opportunity to participate in the development of the procedures.

Overview

In Virginia, there are 37 higher education institutions with teacher preparation programs. Fifteen are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Of the 37 institutions, 23 are private and 14 are public.

On April 1, 1999, a state coordinator was appointed to develop the state's process for implementing the Title II reporting requirements. On May 25, 2000, the Title II Advisory Panel was appointed consisting of 13 individuals representing the public and private institutions, higher education organizations, and the Board of Education. The panel was charged with assisting the Department of Education with developing the Virginia plan for implementing Title II. Subsequent to the panel's work, the plan was distributed to all colleges and universities with teacher preparation programs for their review and discussion. The plan was presented to the Virginia Board of Education for final approval on September 28, 2000, and submitted to the U.S. Department of Education on October 6, 2000.

Implementation of the Virginia Plan

On April 1, 1999, Dr. Thomas A. Elliott, assistant superintendent for teacher education and licensure, Virginia Department of Education, appointed Dr. James E. Laws, Jr., as the state coordinator of the Title II reporting process. During the summer and early fall of 1999, Dr. Laws attended a series of workshops and training seminars to collect information about the reporting requirements and report to the Department of Education. Significant activities included:

DATE	ACTIVITY	LOCATION	DESCRIPTION
April 19, 1999	ABTEL meeting	Richmond, VA	Briefing to ABTEL on the amendments to the Higher Education Act and the required institutional and state reporting responsibilities
June 23-25, 1999	INTASC meeting	Alexandria, VA	Update on the development of definitions and reporting requirements for Title II
August 10, 1999	ABTEL's annual retreat	Irvington, VA	Mr. David Boesell, director of the Higher Education Accountability Project, provided an overview and status update on the Title II reporting requirements

DATE	ACTIVITY	LOCATION	DESCRIPTION
Sept. 23-24, 1999	INTASC meeting	Alexandria, VA	Meeting for state members on Title II 1998 amendments to the Higher Education Act and the reporting requirements
October 12, 1999	Regional Meeting of Colleges and Universities with teacher preparation programs	Mary Washington College, Fredericksburg, VA	Update of all program changes in teacher education and licensure requirements, including an update on Title II reporting requirements, to deans and program directors
October 15, 1999	Regional meeting	University of Virginia, Charlottesville, VA	Update of all program changes in teacher education and licensure requirements, including an update on Title II reporting requirements, to deans and program directors
October 27, 1999	Regional meeting	Higher Education Center, Abingdon, VA	Update of all program changes in teacher education and licensure requirements, including an update on Title II reporting requirements, to deans and program directors
Nov. 1, 1999	ABTEL meeting	Richmond, VA	Status updates on the federal government's progress toward completing the definitions and reporting requirements
Nov. 2, 1999	ETS client meeting	Chicago, IL	Workshop on the role of ETS for the Title II reporting requirements
Nov. 5, 1999	Regional meeting	Old Dominion University, Norfolk, VA	Update of all program changes in teacher education and licensure requirements, including an update on Title II reporting requirements, to deans and program Directors
February 8, 2000	Meeting with Board of Education president and vice-president and deans/program directors of teacher preparation programs	Richmond, VA	Update with a final draft of the Title II Reference and Reporting Guide
May 8, 2000	Two copies of the <i>Title II Reference and Reporting Guide</i> were provided to institutions of higher education with teacher preparation programs		
May 25, 2000	Asst. Superintendent appoints the Advisory Panel on the Implementation of Title II of the Higher Education Act.		See Appendix A for a list of the Advisory Panel members.
June 6, 2000	The first Title II Advisory Panel meeting including the satellite teleconference about the Title II reporting requirements	Richmond, VA	See Appendix B for the agenda for the panel's meeting.
June 30, 2000	Second panel meeting of the Title II Advisory Panel	Richmond, VA	See Appendix C for the agenda for the panel's meeting
July 25, 2000	Third meeting of the Title II Advisory Panel	Richmond, VA	See Appendix D for the agenda for the panel's meeting

DATE	ACTIVITY	LOCATION	DESCRIPTION
August 9, 2000	Joint meeting of ABTEL, Title II Advisory Panel, and IHE Representatives	Virginia Beach, VA	Representatives from 35 of Virginia's 37 teacher preparation institutions attended a retreat to review and discuss the Virginia Plan. See Appendix E for the retreat agenda.
Sept. 12, 2000	Fourth meeting of the Title II Advisory Panel		See Appendix F for the agenda for the panel meeting
Sept. 18, 2000	ABTEL meeting	Richmond, VA	Action item for ABTEL to approve the Virginia Plan
Sept. 27, 2000	VACTE/ATE-VA meeting	Williamsburg, VA	
Sept. 28, 2000	Virginia Board of Education Meeting	Richmond, VA	Action item for the board to approve the Virginia Plan
October 6, 2000	Virginia Plan sent to the U.S. Department of Education via express mail.		

Supplemental Data

Although Virginia has 37 colleges and universities that prepare teachers, the mission, goals, and activities may vary in each program. To reflect the diversity in teacher preparation in Virginia each institution will provide supplemental data to provide a complete picture of its program. The following eight elements will be included in each institutional report. The information for each institution will be collected electronically. The supplemental data for each institutional report will include the following data:

- “Conceptual Framework” of the program; (A brief paragraph of no more than 5 to 7 sentences.);
- Student demographic data; (Racial, ethnic, and gender make-up of the total number of students accepted in the program for the 1999-2000 academic year. Include full-time and part-time students);
- Clinical experiences;
- Partnerships with k-12 schools;
- Requirements for admission to the program;
- Requirements for admission to student teaching;
- Type(s) of accreditation; and
- Mentoring/clinical faculty programs or induction activities for new teachers;
- Requirements for exiting the program; (Indicate whether successful completion of Praxis II is required before a student may be considered a program completer).

SECTION 3

Describe the procedures that ensure that the state and each institution that reports to it will use the definition of “teacher preparation program,” “program completer,” “alternative routes,” “pass rates,” “waivers,” and other terms that the guide established. Also describe the procedures that ensure that the information to be reported by the state and institutions, including pass rates, is complete and accurate.

Overview

The Virginia Board of Education’s *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* provide definitions of a teacher preparation program, program completion, alternative routes to licensure, waivers and other terms, pertinent to teacher education and licensure. Higher education institutions may augment some definitions to meet the needs of their programs. For example, the requirements for the completion of a program may vary among institutions. Some institutions require the successful completion of Praxis II before a candidate may exit a program while others do not have that requirement.

Each institution has identified an individual to serve as its primary contact for Title II reporting purposes (See Appendix G). The Title II contact at each institution will receive all administrative information regarding the preparation of the institutional report. Communication from the state coordinator will be through written documentation and electronic communication. All institutions have been provided copies of the Title II Reporting Guide, which includes the definitions of “teacher preparation program,” “program completers,” “pass rates,” “alternative route,” and “waivers.” Since the specifics of the aforementioned terms may vary from state to state, the following is a detailed definition for each term to be used by each reporting institutions in Virginia.

Teacher Preparation Program

The proposed *Virginia Regulations Governing Approved Programs for Virginia Institutions of Higher Education* define a “program” as a planned sequence of courses and experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools.

Program Completer

For additional clarification, the elements of the program completer definition have been identified that may be unique to Virginia. The reporting guide’s definition is as follows: *A person who has met all requirements of a state- approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements. In applying this definition, the fact that*

an individual has or has not been recommended to the state for initial certification or licensure may not be used as the criterion for determining who is a program completer.

For the Commonwealth of Virginia, there are four major components that institutions must consider when defining Virginia's program completers. The candidate must:

- Successfully complete all the institution's program requirements, such as:
 - ✘ the requirements for an academic major
 - ✘ the institution's required GPA
 - ✘ completion of the professional studies requirement
- Be eligible to be recommended for a teaching license (application for the license is not required);
- Successfully complete Praxis I (reading, writing, and mathematics) [only if the institution currently requires this as a part of its program requirements]; and
- Successfully complete Praxis II (subject area content test) [only if the institution currently requires this as a part of its program requirements].

Alternative Route to Certification and Licensure

The Board of Education's Licensure Regulations for School Personnel, (effective July 1, 1998) provide for alternative routes to licensure. These routes include the following:

- (1) The alternative route to licensure based on course work is a route to licensure available to individuals employed by a Virginia educational agency who have earned a bachelor's degree and meet the teaching endorsement requirements. The individual is required to meet Praxis I and II requirements and college preparation of at least 15 hours of professional studies course work for grades 6-12 teaching areas and 18 hours of course work for early primary Prek-3; elementary Prek-6; and special education.
- (2) The special education conditional license is a three-year, nonrenewable teaching license issued to an individual employed as a special education teacher in a public or nonpublic special education school in Virginia who does not hold the appropriate special education endorsement but meets the following criteria: holds a baccalaureate degree from an accredited college or university; has an assigned mentor endorsed in special education; has a planned program of study in the assigned endorsement area; and has completed a minimum of six semester hours in the core competencies of characteristics of students with disabilities and legal aspects associated with students with disabilities.

- (3) Technical professional license is a five-year, renewable license issued to a person who has graduated from an accredited high school (or possesses a GED certificate); has exhibited academic proficiency, technical competency, evidence of at least 4,000 hours or two years of occupational experience; and completed professional studies requirements. Individuals with college degrees are also eligible to seek this license.
- (4) The Career Switcher Program is a route to teacher licensure offered to individuals who are moving from one career (i.e., business, military, government, etc.) into a teaching career. This alternative route to licensure has been approved by the Board of Education and is proceeding in compliance with the requirements of the Administrative Process Act.

Waiver

The Title II reporting definition for waivers includes those noncertified teachers who have emergency licenses, temporary licenses, long-term substitutes, or teachers pursuing (not completing) an alternative route. Individuals included in the waiver data for Virginia will be those holding the local eligibility license, long-term substitutes, and individuals pursuing (not completing) an alternative route to licensure.

The Local Eligibility License - The 2000 General Assembly, in response to Senate Bill 113, amended the *Code of Virginia* to establish a mechanism for local school boards to issue a valid three-year, nonrenewable local eligibility license to teachers, according to specified criteria. The licenses will be valid only within the issuing school division and will not entitle the license holder to continuing contract status. Section 22.1-299.3 of the *Code of Virginia* indicates the following as it pertains to the local eligibility license.

- A. Local school boards shall be authorized, upon recommendation of the local superintendent, to issue a valid three-year nonrenewable local eligibility license to classroom teacher candidates in accordance with the following criteria:
 1. No more than 10 percent of the classroom teachers employed by the relevant local school division shall hold such local licenses, based on the number of classroom teachers employed by such school division during the preceding school year.
 2. The applicant for a three-year local eligibility license shall have earned a baccalaureate degree from an accredited institution of higher education and shall have such experience or training in a subject of content area as the local school board and superintendent may deem appropriate for the intended teaching assignment.

3. The holder of a three-year local eligibility license shall be required to complete such training within the three-year licensure period as may be specified by the division superintendent, the school board, and standards prescribed by the Board of Education which shall include, but need not be limited to, curriculum and instruction, including educational technology, reading, and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, and human growth and development.
 4. The local eligibility license shall only be valid within the issuing school division.
 5. No local eligibility license shall be issued if the teacher candidate/applicant is eligible for a collegiate professional or postgraduate professional license issued by the Department of Education.
 6. Teachers issued a three-year local eligibility license shall be considered probationary teachers, shall not be eligible for continuing contract status while employed under the authority of a local license, and shall be subject to the probationary terms of employment specified in § 22.1-303.
- B. Except as specified in this section and § 22.1-303, a teacher employed while holding a local eligibility license shall be entitled and subject to all other requirements and rights provided by law or regulation.
- C. Any teacher employed pursuant to a local eligibility license shall be issued a collegiate professional or postgraduate professional license upon the expiration of the local eligibility license upon satisfaction of the following conditions: (i) recommendation by the division superintendent and the school board for such licensure; (ii) the completion of three successful years of teaching experience while holding a valid three-year local eligibility license as certified by the division superintendent and the school board; (iii) achieving a satisfactory score on the professional teacher's examinations required by the Board of Education; and (iv) such standards as may be prescribed by the Board of Education.
- D. Local school boards shall provide to the Board of Education information about teachers receiving local eligibility licenses and other data related to the local school division's issuance of eligibility licenses as prescribed by the Board. The Board of Education is authorized to revoke and reinstate a local school board's authority to issue local eligibility licenses upon a determination of any violation of this section.

Long-term Substitutes - Section 22.1-302 of the *Code of Virginia* defines a temporarily employed teacher (substitute) as (i) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence, or (ii) one who is employed to fill a teacher vacancy for a period of time, but for no longer than ninety teaching days in such vacancy during one school year.

Verification of Pass Rates and Program Completers

The steps outlined in the flow chart in Section 4 provide avenues for the state and institutions of higher education to verify the accuracy of the program completers and pass rates. The state's *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* are being amended. The new regulations will require each teacher preparation program to verify information and submit an annual report to the Department of Education each September beginning in the fall of 2002. The annual report will include information on the number of program completers for the previous academic year. The information on the program completers in the annual report will be used to verify the list of program completers submitted by the institution for Title II reporting.

Collection of Waiver Data

The Department of Education will develop a data collection instrument to be distributed to all school divisions to collect data on waivers. The instrument will reflect each of the reporting categories required in the *Title II Reference and Reporting Guide* and will provide a clear definition of what constitutes a waiver in Virginia (i.e., the local eligibility license and long-term substitutes). The instrument will be distributed electronically in the fall of 2000.

Quality Control

When the institution submits its institutional report to the Department of Education, an affidavit verifying the accuracy of the data must be signed and submitted by the president of the institution and the dean of the school of education. The affidavit will state that the contents of the report comply with the requirements of the *Title II Reference and Reporting Guide*. The affidavit will also state that the list of program completers upon which the pass rates were calculated is an accurate reflection of all program completers for the said academic year and was not altered to enhance the program's pass rate.

Section 4

*Describe the major steps for preparing, calculating, verifying, and reporting pass rates.
The state does not need to provide details about exactly how the matching
and calculation will be accomplished.*

Overview

Since 1981, the Board of Education has prescribed an assessment for beginning teachers as required by the *Code of Virginia*. From 1981 to 1996, the prescribed assessment was the National Teacher Examinations. In the fall 1993, the Education Testing Service (ETS) introduced a new generation of teacher assessments – The Praxis Series: Professional Assessments for Beginning Teachers. The Praxis Series provides a continuum of assessments from entry into a teacher preparation program to actual practice in the classroom.

Praxis I: Academic Skills Assessments: This test assesses basic proficiency in reading, mathematics, and writing and is designed to assess a candidate’s basic skills at the time the decision is made in college to become a teacher.

Praxis II: Subject Assessments: This test assesses subject knowledge of the teaching area and involves demonstrating mastery in the content area.

Praxis III: Classroom Performance Assessment: This test assesses a beginning teacher’s ability to apply knowledge of subject matter and the basic principles of teaching in an actual classroom setting, usually during the first three years of teaching.

The Virginia Board of Education approved the use of Praxis I and II tests; however, Praxis III was not adopted for statewide use. At its October 26, 1995, meeting, the Board of Education approved the following passing scores for the Praxis I tests: Reading-178; Writing-176; and Mathematics-178. These scores continue to be the highest qualifying scores for Praxis I among the 34 states using this assessment.

Implementation of the Virginia Plan

The Educational Testing Service (ETS) will match each institution's program completers with test files and calculate the pass rates. The following chart represents the steps and timelines for data on program completers and pass rates to be exchanged from the institution to the state coordinator to ETS.

Educational Testing Service (ETS) Reporting Schedule	
August 15 – November 1, 2000	Institutions of higher education submit their cohort lists of program completers and related information needed for matching and pass rate calculation to Educational Testing Service (ETS). During this period, institutions may add or delete cohort members and may edit their information as often as needed.
November 1, 2000	Deadline for institutions to submit their cohort lists of program completers to ETS. The ETS Title II reporting Web site will close after this date. ETS begins initial matches.
November 27 – December 10, 2000	The ETS Title II reporting Web site will reopen so that institutions can check the matches of their program completers against the Praxis database. During this period institutions may add or delete cohort members and modify demographic information for those who did not match. To enable institutions and states to meet their reporting deadlines, ETS is not able to accept cohort changes beyond December 10.
December 11, 2000 – February 14, 2001	ETS will use the new or modified information to try to match those not found initially. ETS will extract test scores for matched program completers and calculate pass rates.
January 8, 2001	ETS will send scores and demographic data to those states calculating their own pass rates.
February 14, 2001	ETS will send institutions of higher education reports by this date.
February 14 – March 14, 2001	This period is for resolving questions that institutions and/or states may have concerning pass rate reporting. If ETS has made an error, it will correct the error at no charge. If an institution has made an error, ETS will correct it and regenerate the report; however, a fee will be charged for that service.
March 28, 2001	ETS sends states or institutions any final corrected reports by this date.

SECTION 5

Confirmation of the establishment of (1) a list of subject areas in which program completers may receive certification or licensure and the relevant certification or licensure assessment(s) for each area of specialization, (2) cut/passing scores for each assessment taken by the cohort of program completers, (3) a common format for institutions to use in sending the names of their program completers and their areas of specialization to the state or testing company, and (4) a common format for the state or testing agency to use in sending test scores of program completers back to the institutions.

Overview

The overview in Section 4 outlines the relationship between The Educational Testing Service (ETS) and the Virginia Department of Education. Since ETS developed and scores the Praxis I and Praxis II assessments used in Virginia, the Virginia Department of Education agreed that ETS should calculate the pass rates for the program completers at Virginia institutions.

Implementation of the Virginia Plan

The Board of Education has established the following pass rates for licensure:

Praxis I (Effective July 1, 1996)

<u>Praxis I</u> <u>*(paper/pencil)</u>	<u>Test</u> <u>Codes</u>	<u>Passing</u> <u>Scores</u>	OR	<u>Praxis I</u> <u>*CBT(computer-based)</u>	<u>Test</u> <u>Codes</u>	<u>Passing</u> <u>Scores</u>
Mathematics	0730	178		Mathematics	0731	323
Reading	0710	178		Reading	0711	326
Writing	0720	176		Writing	0721	324

Praxis II (Effective July 1, 1999)

<u>Specialty Tests</u>	<u>Test Codes</u>	<u>Passing Scores</u>	<u>Endorsement Area</u>
Art: Content Knowledge	(0133)	159	Art Education
Biology: Content Knowledge	(0235)	155	Biology
Business Education	(0100)	590	Business Education
Chemistry: Content Knowledge	(0245)	153	Chemistry
Earth Science: Content Knowledge	(0571)	156	Earth Science
English Language, Literature, and Composition: Content Knowledge	(0041)	172	English
French: Content Knowledge	(0173)	169	French

German: Content Knowledge	(0181)	162	German
Home Economics Education	(0120)	550	Work and Family Studies (Home Econ.)
Marketing Education	(0560)	575	Marketing Education
Mathematics: Content Knowledge	(0061)	147	Mathematics
Music: Content Knowledge	(0113)	160	Music--Vocal/Choral or Instrumental
Physics: Content Knowledge	(0265)	147	Physics
Social Studies: Content Knowledge	(0081)	161	History and Social Science
Spanish: Content Knowledge	(0191)	161	Spanish
Technology Education	(0050)	610	Technology Education

**Specialty Area Tests
Effective July 1, 2001**

Middle School English Language Arts	(0049)	164	Middle Education Grades 6-8-English
Middle School Mathematics	(0069)	163	Middle Education Grades 6-8-Mathematics
Middle School Science	(0439)	162	Middle Education Gr. 6-8-Science
Middle Social Studies	(0089)	160	Middle Education Gr. 6-8-Soc. Studies

In making the transition from the National Teacher Examinations to the Praxis Series, Virginia has allowed individuals, for a period of a year, to take either the previously approved test or the new test. During the 1999-2000 year, program completers had a choice of taking the previously approved Specialty Area test or the newly-approved Praxis II tests. This information has been verified with the Educational Testing Service in calculating the pass rates for Virginia.

In March 2000, the Virginia Title II coordinator provided ETS with an electronic file containing the name of each Virginia institution of higher education with a teacher preparation program. The file also contained a list of contact persons for each institution, the Virginia licenses, test codes, and test requirements. On August 9, 2000, ETS provided each institution with the format for the transfer of information regarding program completers and pass scores between each institution and ETS.

SECTION 6

Miscellaneous Required Information

Overview

Assuring that all institutions of higher education maintain uniform reporting is essential to the Title II reporting process. Since colleges and universities differ in their beginning and ending dates, the development of a general academic year was required for the purpose of Title II reporting.

Currently, candidates for licensure in Virginia may take the Praxis assessment after completing a program; therefore, a test closure date for each cohort of program completers was established.

Submission of the program completers and verification of pass rates is an administrative process established by the Educational Testing Service and highlighted in Section 4 of this report.

Implementation of the Virginia Plan

Miscellaneous information is required by Title II to provide an understanding of the reporting process. Virginia has identified the academic year, the test closure date, and the process for verifying program completers and pass rates.

Academic Year

The academic year for the 1999-2000 program completers begins September 1, 1999, and ends August 31, 2000.

Test Closure Date

The test closure date is the last date the 1999-2000 program completers may take an assessment and have the test score(s) included in the pass rates. The test closure date for the 1999-2000 cohort is August 31, 2000.

The process and dates by which institutions will receive data to verify the list of their program completers matched by the testing agency or state agency and the pass rates on certification or licensure assessments their program completers have taken in their areas of specialization.

The chart in Section 4 identifies the process and dates institutions will receive data on their lists of program completers. Specifics on the data and the verification process will be provided by the testing company.

Information institutions will receive to enable them to verify pass rates, including explanations for any limitations in the data provided.

The chart in Section 4 identifies the process and dates institutions will receive data on their lists of program completers. Specifics on the data and the verification process will be provided by the testing company.

Resolution of Disagreements

Disagreements between the Education Testing Service and an institution of higher education regarding program completers and the computation of pass rates are subject to the following review procedure:

1. The institution's Title II contact person shall discuss any perceived errors and notify the Educational Testing Service as soon as possible but no later than March 14, 2001, via e-mail at title2@ets.org.
2. If the disagreement is not resolved, the institution shall state in writing:
 - a) the action that prompted the request for review;
 - b) the names and social security numbers of the programs completers that are in question;and
 - c) the attempts that have been made to resolve the disagreement.
3. The institution will submit documentation and statements to the Virginia Department of Education for final resolution.

SECTION 7

Low-Performing Institutions

State Assessment – 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).

Overview

Virginia initiated the approved-program process in 1968 and began conducting institutional site visits to review the status of programs. At that time, the process consisted primarily of determining that the courses offered by a college or university paralleled the courses required by the licensure regulations. More recently, programs have been reviewed under broad guidelines that emphasize accountability and flexibility rather than the enumeration of courses. The current *Virginia Licensure Regulations for School Personnel*, effective July 1, 1998, establish competencies rather than specific courses for approved programs.

Following the adoption of revised Standards of Learning (SOL) for K-12 students in 1995, which led to the revision in the licensure regulations, the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* were also revised to ensure that teachers have the background needed to facilitate student achievement of the new Standards of Learning. The revision process involved more than 200 professionals representing teacher education faculty, arts and sciences faculty, classroom teachers, school administrators, support personnel, parents, Department of Education curriculum specialists, and members of the Advisory Board on Teacher Education and Licensure (ABTEL).

The revised regulations are based on *standards* that govern the professional education department and *procedures* for the review of specific endorsement programs such as English or mathematics. The standards for the review of the professional education departments in institutions of higher education and the indicators of achievement for the standards appear in four sections as follows:

- I. Professional Education Program Design;
- II. Candidates in Professional Education Programs;
- III. Faculty in Professional Education Programs; and
- IV. Operation and Accountability of Professional Education Programs.

Implementation of the Virginia Plan

The proposed *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* require on-site reviews of approved teacher preparation programs every five years. These reviews will be conducted by a state team or as a joint venture involving the Virginia Department of Education and NCATE. Team members must be trained in the program approval process. In addition to reviewing the reports prepared by the institution for the visit, team members will examine course syllabi, handbooks, and samples of student work, visit clinical sites in school divisions, observe university classes, tour campus facilities, and interview current students, recent graduates, faculty, administrators, support staff, and public school personnel. The team members will focus on professional studies, field experiences, program admission standards, curriculum, performance of students on the Praxis examinations, resources, and evaluation of individual teaching areas and their alignment with the licensure regulations and the Standards of Learning.

The review team will develop a report of its findings to be submitted to the head of the professional education program for verification. Within 30 days of the on-site review, the final team report is submitted to the office of the assistant superintendent, division of teacher education and licensure. The report will contain one of the following recommendations, and the recommendation will be submitted to the Board of Education for review and approval.

Approval - The institutions professional education department and endorsement programs are considered satisfactory. A separate decision is made for each endorsement program; some endorsements may receive full approval and others, approval with stipulations or denial. Graduates are qualified for licensure.

Approval with Stipulations - The institution's professional education department and endorsement programs have met the standards minimally but specific weaknesses have been identified. The review team recommends a period of time in which weaknesses are to be corrected. Specific corrective action and time will be verified by the Department of Education but will not exceed two years. Graduates are qualified for licensure. Individual endorsement areas that receive approval with stipulations will follow similar corrective procedures.

Denial - The institution's professional education department has not met standards and graduates do not qualify for licensure through the approved program process. Graduates of individual endorsement areas that receive a decision of denial will not be eligible for licensure on the basis of having completed an approved program.

Timeline for Submission of Criteria to Identify Low-Performing Teacher Preparation Programs

The members of the Title II Advisory Panel, institutions of higher education officials, educational organization representatives, and Department of Education personnel will continue to develop the criteria, procedures, and processes for determining benchmark data from which “at risk” and “low-performing” institutions will be identified. The timeline to develop the criteria for determining “at risk” and “low-performing” institutions will be as follows:

October 1-June 1, 2001

Development of criteria, procedures, and processes for determining benchmark data from which “at risk” and “low-performing” institutions will be identified. The criteria will be derived from the proposed regulations approved by the Board of Education, October 28, 1999, and outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*.

October 7, 2001

Report criteria for determining “at risk” and “low-performing” institutions

April 7, 2003

The April 7, 2003, Title II report will be the first report using the criteria to identify institutions as “at risk” or “low performing.”

Between October 7, 2000 and April 7, 2003, all Virginia institutions will maintain their current accreditation status and will be considered fully approved without any designation of “at risk” or “low performing.”

Technical Assistance to Low-Performing Institutions

The state’s procedures for providing technical assistance to low-performing institutions will be consistent with requirements defined for resolving weaknesses and needed improvements identified during the regular five-year accreditation review process of the Board of Education. For the 15 NCATE institutions, the procedures and accreditation process will continue as a joint state/NCATE partnership arrangement during the established five-year review cycle. The procedures will be incorporated in Virginia’s report on the criteria, procedures, and processes for determining low-performing institutions that will be submitted October 7, 2001.

*Questions or inquiries about this document may be directed to the
Division of Teacher Education and Licensure,
Virginia Department of Education by calling (804) 371-2522.*

APPENDICES

Appendix A

TITLE II ADVISORY PANEL

Dr. Elsie M. Barnes, Dean

School of Liberal Arts
Norfolk State University
700 Park Avenue
Norfolk, VA 23455
Phone: 757-823-8118
Fax: 757-823-2512
Email: embarnes@nsu.edu

Dr. Leon Wright Bey, Dean

School of Liberal Arts and Education
Virginia State University
Box 966
Petersburg, VA 23806
Phone: 804-524-5930
Fax: 804-524-5406
Email: lbey@vsu.edu

Dr. Douglas T. Brown

Vice President for Academic Affairs
James Madison University
Main Street—Alumni 101
Harrisonburg, VA 22807
Phone: 540-568-6270
Fax: 540-568-7800
Email: browndt@jmu.edu

Dr. Ronald E. Diss, Director

Educational Outreach
Emory and Henry College
(home address)
511 North Main Street
Rural Retreat, VA 24368
Phone: 540-944-6821
Fax: 540-944-6880
Email: rediss@ehc.edu

Mrs. Brenda Duda, Chair

Advisory Board on Teacher
Education and Licensure
541 Head of River Road
Chesapeake, VA 23322
Fax: 757-421-2190
Phone: 757-421-4295

Dr. Delores Greene, Dean

School of Education and IDS
Virginia Union University
1500 Lombardy Street
Richmond, VA 23220
Phone: 804-257-5742
Fax: 804-257-5739
Email: vuuteach@erols.com

Dr. Virginia McLaughlin, Dean

School of Education
College of William and Mary
P.O. Box 8795
Williamsburg, VA 23187-8795
Phone: (804) 757-221-2315
Fax: (804) 757-221-2988
Email: vamcla@wm.edu

Mrs. Susan T. Noble, Vice President

Virginia Board of Education
1400 Westbriar Drive
Richmond, VA 23233
Phone: (804) 740-6746
Fax: (804) 754-0129

Dr. John Oehler, Dean

School of Education
Virginia Commonwealth University
1015 West Main Street
P.O. Box 842020
Richmond, VA 23284-2020
Phone: (804) 828-3382
Fax: (804) 828-1323
Email: jsoehler@vcu.edu

Dr. Cora Salzberg

Sr. Coordinator, Academic Affairs
State
Council for Higher Education for
Virginia
101 North 14th Street
Richmond, VA 23218
Phone: 804-225-4783
Fax: 804-225-4417 or 786-2027
Email: salzberg@schev.edu

Dr. J. David Smith, Dean

School of Education & Human
Services
Longwood College
201 High Street
Farmville, VA 23909
Phone: 804-395-2051
Fax: 395-2800
Email: davsmith@longwood.lwc.edu

Dr. Pat Shoemaker, Assistant Dean

College of Education and Human
Development
Radford University
P.O. Box 6960
Radford, VA 24142
Phone: 540-831-5277
Fax: (540) 831-6682
Email: pshoemak@runet.edu

Dr. Donovan D. Steiner, Chair

Education Department
Eastern Mennonite University
1200 Park Road
Harrisonburg, VA 22802
Phone: 540-432-4142
Fax: 540-432-4444
Email: steinerd@emu.edu

VIRGINIA DEPARTMENT OF EDUCATION

DIVISION OF TEACHER EDUCATION AND LICENSURE

Dr. Thomas A. Elliott

Assistant Superintendent
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 371-2522
Fax: (804) 786-6759
Email: telliott@pen.k12.va.us

Mr. Paul F. Joseph

Senior Licensure Specialist
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 371-2472
Fax: (804) 786-6759
Email: pjoseph@pen.k12.va.us

Ms. Byrd G. Latham

Teacher Education Specialist
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 225-2104
Fax: (804) 786-6759
Email: blatham@pen.k12.va.us

Dr. JoAnne Y. Carver

Specialist, Comprehensive System of Personnel Development
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 225-2096
Fax: (804) 786-6759
Email: jcarver@mailvak12.ed.edu

Mrs. Patty Pitts

Director
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 371-2471
Fax: (804) 786-6759
Email: ppitts@pen.k12.va.us

Dr. James E. Laws, Jr.

Associate Director
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 692-0251
Fax: (804) 786-6759
Email: jlaws@pen.k12.va.us

Mrs. Regina Thomas

Administrative Assistant
Teacher Education and Licensure
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
Phone: (804) 371-2522
Fax: (804) 786-6759
Email: rthomas@pen.k12.va.us

Appendix B

Advisory Panel on the Implementation of Title II of the Higher Education Act

Preliminary Meeting and Title II Teleconference

June 6, 2000

2:00 p.m.

2:00 - 2:30 p.m.

Arrival and Refreshments

2:30 – 3:00 p.m.

Welcome and Purpose

Dr. Thomas A. Elliott, Assistant Superintendent
Teacher Education and Licensure

Overview of the Title II
Reporting Requirements

Dr. James E. Laws, Jr. Associate Director
Teacher Education and Licensure

3:00 - 5:00 p.m.

Teleconference

Sponsored by the U.S. Department of Education

5:00 - 5:30 p.m.

Specific Goals for the Panel

Dr. Laws

Closing

Dr. Elliott

Appendix C

Second Meeting of the Advisory Panel on the Implementation of the Title II Reporting Requirements Virginia Commonwealth University Siegel Center

June 30, 2000

9:00 a.m. – 9:20 a.m.	Coffee and Refreshments	
9:20 a.m. – 9:30 a.m.	Opening and Welcome	Dr. James Laws
9:30 a.m. – 11:00 a.m.	Presentation from the SAS Institute on the Software Package for Title II Reporting	Ms. Susan Ramsey Mr. Reuben Richards
	Discussion	Panel Members
11:00 a.m. – 11:15 a.m.	Break	
11:15 a.m. – 12:00 Noon	Update on the Status of the Proposed Program Regulations	Dr. Laws Mrs. Byrd Latham
	Overview of Other States' Progress on Title II	
	Beginning Discussion on the Criteria for Defining and Identifying “Low-Performing Schools”	
12:00 Noon – 1:00 p.m.	Lunch and Continued Discussion	
1:00 p.m. – 2:00 p.m.	Continued Discussion on Criteria for Defining and Identifying “Low-Performing Schools”	Dr. Laws Mrs. Latham
2:00 p.m. – 2:15 p.m.	Break	
2:15 p.m. – 2:45 p.m.	Continued Discussion on Defining and Identifying “Low-Performing Schools”	
2:45 p.m. – 3:00 p.m.	Concluding Remarks	Dr. Laws

Appendix D

Third Meeting of the Title II Advisory Panel on the Implementation of the Title II Reporting Requirements Virginia Commonwealth University Siegel Center

July 25, 2000

9:30 a.m. – 10:00 a.m.	<i>Coffee and Refreshments</i>	
10:00 a.m. – 12:00 Noon	<i>Opening and Welcome</i>	Dr. Thomas A. Elliott Dr. James Laws, Jr.
	<i>Discussion of Criteria for Defining and Identifying Low-performing Teacher Preparation Programs</i>	Dr. Laws Panel Members
12:00 Noon – 1:00 p.m.	<i>Lunch</i>	
1:00 p.m. – 2:00 p.m.	<i>Discussion of Optional Data to be Included in the Institutional Report</i>	
2:00 p.m. – 2:15 p.m.	<i>Break</i>	
2:15 p.m. – 2:45 p.m.	<i>Discussion of Sample Language for Low-performing Teacher Preparation Programs</i>	
	<i>Review of the Step-by-Step Process for the Institutional Reports</i>	
2:45 p.m. – 3:00 p.m.	<i>Concluding Remarks</i>	Dr. Elliott

Appendix E

JOINT MEETING OF ABTEL AND THE ADVISORY PANEL ON TITLE II OF THE HIGHER EDUCATION ACT

August 9, 2000

Virginia Beach Resort Hotel and Conference Center

AGENDA

Wednesday, August 9, 2000

Thomas A. Elliott, presiding

9:30 a.m. - 10:00 a.m. **Arrival, Continental Breakfast, and Registration**

10:00 a.m.-12:00 noon

Welcome and Introductions

Thomas A. Elliott
Assistant Superintendent
Division of Teacher
Education and Licensure

Opening Remarks

Jo Lynne DeMary
Superintendent of Public
Instruction

OVERVIEW OF TITLE II REQUIREMENTS

Panel Discussion

⌘ **Implementing the Title II
Higher Education Act**

Jay Noell
Director of Quality
Improvement and
Strategic Planning
U. S. Department of
Education

⌘ **Role of ETS in Implementing
the Title II Reporting Requirements**

Bart Perlman
Regional Director
Educational Testing
Service

Pat Hartanowicz
Title II Program
Administrator
Educational Testing
Service

	<p>☒ The California Title II Implementation Plan</p> <p>Discussion with the Title II Panel</p>	<p>Sam Swofford Executive Director California Commission on Teacher Credentialing</p> <p>Workshop Participants and Panel Members</p>
12:00 noon-1:00 p.m.	Lunch	
1:00 p.m.- 4:15 p.m.	<p>Discussion with the Title II Panel (continued)</p> <p>The Virginia Title II Plan (Proposal for Discussion)</p> <p>Small Group Discussion and Comment on the Virginia Title II Implementation Plan (Groups will focus on major components of the Title II Implementation Plan, including the introduction, approved program standards (proposed), definition of “at-risk” and “low performing” institutions, timeline, benchmark report on individual programs (April 7, 2003), and supplemental information)</p> <p>Break</p> <p>Group Reports</p> <p><u>Group Leaders</u> Group 1: Delores Greene and Ronald E. Diss Group 2: J. David Smith and Susan T. Noble Group 3: Donovan Steiner and Cora Salzberg Group 4: Pat Shoemaker and Douglas T. Brown Group 5: Virginia L. McLaughlin and Brenda Duda Group 6: Elsie M. Barnes and Tom Ward</p> <p>Summary: The Virginia Title II Plan</p>	<p>Workshop Participants and Panel Members</p> <p>James E. Laws, Jr. Associate Specialist Teacher Education and Licensure and Title II Advisory Panel</p> <p>Workshop Discussion Groups</p> <p>Group Leaders</p>
4:15-4:30 p.m.	Wrap Up	<p>James E. Laws</p> <p>Thomas A. Elliott and Title II Panelists</p>
4:30 p.m.	Adjournment	
	<i>Dinner on your own</i>	

Appendix F

Virginia Department of Education Division of Teacher Education and Licensure

Title II Advisory Panel Meeting

**James Monroe Building
14th and Franklin Streets
Ninth Floor Conference Room**

September 12, 2000

Agenda

9:00 a.m. – 9:30 a.m.	<i>Coffee and Refreshments</i>
9:30 a.m. – 12:00 noon	Welcome and Introductions Response of Panel to August 9, 2000, Title II Meeting Discussion and Reaction to the Draft Virginia Plan <i>Break</i> Focus on Designing Criteria, Procedures, and Processes for Determining Benchmark Data (based on the <i>Regulations Governing Approved Programs for Virginia Institutions of Higher Education</i>)
12:00 noon – 1:00 p.m.	<i>Lunch</i>
1:00 p.m. – 3:00 p.m.	Continued Discussion – Focus on Designing Criteria, Procedures, and Processes for Determining Benchmark Data Discussion of Timelines for Collecting Benchmark Data
3:00 p.m.	Adjournment

Appendix G

TITLE II INSTITUTION OF HIGHER EDUCATION CONTACTS

Averett College
Pamela Riedel, Chair
Director of Teacher Education
Department of Education
428 Frith Hall
Danville, VA 24541
Phone: (804) 791-5744
Email: priedel@averett.edu

Bluefield College
Gerald E. Clay, Chairperson
Division of Education
3000 College Drive
Bluefield, VA 24605
Phone: 540-326-4240
Email: gclay@mail.bluefield.edu

Bridgewater College
Lanny Holsinger
Education Department
402 E. College Street
Bridgewater, VA 22812-1599
Phone: 540-828-5355
Email: lholsing@bridgewater.edu

Christopher Newport University
Rebecca J. Waters
Director of Student Teaching
1 University Place
Newport News, VA 23606
Phone: 757-594-7538
Email: rwaters@cnu.edu

College of William and Mary
Thomas J. Ward, Associate Dean
School of Education
P.O. Box 8795
Williamsburg, VA 23187-8795
Phone: 757-221-2358
Email: tjward@wm.edu

Eastern Mennonite University
Donovan D. Steiner, Chair
Education Department
1200 Park Road
Harrisonburg, VA 22802
Phone: 540-432-4142
Email: steinerd@emu.edu

Emory and Henry College
Edgar H. Thompson, Director
Neff Center for Teacher Education
P.O. Box 947
Emory, VA 24327-0947
Phone: 540-944-6215
Email: ehthompson@ehc.edu

Ferrum College
John Beach
P.O. Box 1000
Ferrum, VA 24088
Phone: 540-365-4395
Email: jbeach@ferrum.edu

George Mason University
Bonnie Anderson
Director of Student Services
A307 Robinson Building, 4B4
Fairfax, VA 22030
Phone: 703-993-2077
Email: banderso@gmu.edu

Hampton University
Janice Cawthorn
Hampton University
Department of Education
Phenix Hall, Room 304
Hampton, VA 23668
Phone: 757-727-5793
Email: janice.cawthorn@hamptonu.edu

Hollins University
Carol Lensch
School of Education
P.O. Box 9566
Roanoke, VA 24020
Phone 540-362-7497
Email: clensch@hollins.edu

James Madison University
Charles Watson, Director
School of Education
MSC 1907
Harrisonburg, VA 22807
Phone: 540-568-2812
Email: watsoncr@jmu.edu

Liberty University
Karen L. Parker, Dean
School of Education
1971 University Blvd.
Lynchburg, VA 24502
Phone: 804-582-2445
Email: kparker@liberty.edu

Longwood College
J. David Smith, Dean
School of Education and Human Services
201 High Street
Farmville, VA 23909
Phone: 804-395-2051
Email: davsmith@longwood.lwc.edu

Lynchburg College
Loretta Jones
School of Education
1501 Lakeside Drive
Lynchburg, VA 24501
Phone: 805-544-8381
Email: jones_l@mail.lyncburg.edu

Mary Baldwin College
Jim McCrory
New and Frederick Streets
Staunton, VA 24401
Phone: 540-887-7182
Email: jmccrory@mbc.edu

Marymount University
Wayne A. Lesko, Dean
School of Education and Human Services
2807 N. Glebe Road
Arlington, VA 22207
Phone: 703-284-1624
Email: wayne.lesko@marymount.edu

Mary Washington College
Sandra White, Chair
Department of Education
Brenda E. Vogel, Director of Education Programs
121 University Blvd.
Fredericksburg, VA 22406
Phone: 540-286-8023
Email: bvogel@mwc.edu

Norfolk State University
Jean Braxton, Dean
School of Education
700 Park Ave.
Norfolk, VA 23504
Phone: 757-823-8701
Email: jbraxton@nsu.edu

Old Dominion University
Lynda Gonsenhaus
Darden College of Education
Norfolk, VA 23529-0156
Phone: 757-683-3348
Email: lgonsenh@odu.edu

Radford University
Patricia Shoemaker, Asst. Dean
College of Education and Human
Development
P.O. Box 6960
Radford, VA 24142
Phone: 540-831-5277
Email: pshoemak@runet.edu

Randolph-Macon College
Brenda Davis
School of Education
115 N. Railroad Avenue
Ashland, VA 23005
Phone: 804-798-8372
Email: bdavis@rmc.edu

Randolph-Macon Woman's College
Peggy Schimmoeller
Assistant Professor of Education
2500 Rivermont Avenue
Lynchburg, VA 24530
Phone: 804-947-8000
Email: pschimmoeller@rwmc.edu

Regent University
Alan Arroyo
1000 Regent University Drive
Virginia Beach, VA 23464
Phone: 226-4825
Email: alanarr@regent.edu

Roanoke College
Leslie Lambert
School of Education
221 College Lane
Salem, VA 24153
Phone: 540-375-2470
Email: lambert@roanoke.edu

Saint Paul's College
Bob Daniels, Chair
Department of Education
115 College Drive
Lawrenceville, VA 23868
Phone: 848-3289
Email: bobocd@hotmail.com

Shenandoah University
Mary Bowser, Chair
Education Division
School of Arts and Sciences
1460 University Drive
Winchester, VA 22601
Phone: 540-665-4590
Email: mbowser@su.edu

Sweet Briar College
James L. Alouf
Chair and Professor of Education
302 Gary Hall, Education Department
Sweet Briar, VA 24595
Phone: 804-381-6130
Email: alouf@sbc.edu

University of Richmond
Patricia Stohr-Hunt, Chair
Department of Education
300 North Court
Richmond, VA 23173
Phone: 804-289-8427
Email: pstohrhu@richmond.edu

University of Virginia
Sandra B. Cohen
Director of Teacher Education
Curry School of Education
405 Emmet St., S.
P.O. Box 400272
Charlottesville, VA 22904-7272
Phone: 804-924-0769
Email: sbc7v@virginia.edu

University of Virginia's College at Wise
Richard Davidson
1 College Avenue
Wise, VA 24293
Phone: 540-328-0186
Email: rad5f@virginia.edu

Virginia Commonwealth University
John Oehler, Dean
School of Education
1015 West Main Street
P.O. Box 842020
Richmond, VA 23284-2020
Phone: (804) 828-3382
Email: jsoehler@vcu.edu

Virginia Intermont College
Peggy Simmons
P.O. Box 453
Abingdon, VA 24212
Phone: 540-466-7858
Email: psimmons@vic.edu

Virginia Tech
Patricia Kelly
225 War Memorial Hall
Blacksburg, VA 24061-0313
Phone: 540-231-1802
Email: kellyp@vt.edu

Virginia State University
Leon Wright Bey, Dean
School of Liberal Arts and Education
Box 9401
Petersburg, VA 23806
Phone: 524-5930
Email: lbevy@vsu.edu

Virginia Union University
John Blackwell
Coordinator, Instructional Technology and Quality
Control
Martin E. Gray Hall
1500 N. Lombardy Street
Richmond, VA 23320
Phone: 804-257-5788
Email: vuuteach@erols.com

Virginia Wesleyan College
Karen Bosch
3121 Kline Drive
Virginia Beach, VA 23452
Phone: 757-486-4711
Email: kabosch@vwc.edu

ADDITIONAL REFERENCE MATERIALS

Licensure Regulations for School Personnel, effective July 1, 1998

*Proposed Regulations Governing Approved Programs for
Virginia Institutions of Higher Education*

Guidelines for Mentor Teacher Programs

Virginia Licensure Renewal Manual, effective July 1, 1998