

Board of Education Agenda Item

Item: _____ E. _____

Date: October 23, 2008

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the Regulations Governing the Review and Approval of Education Programs in Virginia

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Origin:

____ Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
____ Board of Education regulation
____ Other: _____

Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

Thirty-seven institutions of higher education (IHEs) in Virginia have approved programs for the preparation of instructional personnel. Eighteen of the 37 IHEs also have approved programs for the preparation of preK-12 administrative and supervision personnel.

Section 8VAC20-542-40--Standards for biennial approval of education programs of the *Regulations Governing the Review and Approval of Education Programs in Virginia* require that approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully

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

2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
3. Structured and integrated field experiences to include student teaching requirements.
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
5. Evidence of contributions to preK-12 student achievement by candidates completing the program.
6. Evidence of employer job satisfaction with candidates completing the program.
7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:
 - a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.
 - b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

The first biennial data (item 1 above) and certification that items 2-6 have been met will be due on June 30, 2009. The established timeline requires that the seventh measure on “**partnerships and collaborations based on preK-12 school needs**” is to be reviewed and approved by December 2008.

Summary of Major Elements

Each institution offering approved education preparation programs in Virginia submitted to the Department of Education a report documenting partnerships and collaborations based on prek-12 school needs for each program (endorsement) area offered. The IHEs reported that they are engaged in multiple partnerships and collaborations with educational, governmental, professional, and community entities as well as with school divisions, private schools, parents, and prek-12 students. Attached is a summary of the partnerships and collaborations. A compact disc (CD) is enclosed outlining the partnerships and collaborations for each approved program offered by the IHEs.

Approved Programs (Excluding Administration and Supervision)

Each of the 37 IHEs offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:

1. **Field experience** --The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.
2. **Professional development** --The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
3. **Community outreach activities** --The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

A total of 916 partnerships and collaborations were reported by the IHEs. Approximately 43 percent were in the field experience category; 39 percent in the professional development category; and 18 percent in the community outreach activities category. All of the IHEs had at least one partnership and collaboration for each of their approved endorsement programs. In addition, 91 percent of the approved programs are engaged in two or more partnerships and collaborations. [Refer to Table 1.]

Administration and Supervision Programs

Each of the 18 IHEs offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:

1. Identification, screening and recruiting of potential school leaders;
2. Preparing, training, mentoring and professional development of school leaders; and
3. Internships, practica, and field experiences in school leadership.

Ninety partnerships and collaborations were identified for the administration and supervision programs. Each of the IHEs is engaged in at least one partnership and collaboration. Thirteen out of 18 of the IHEs are engaged in more than one partnership and collaboration. [Refer to Table 2.]

During the meeting on September 15, 2008, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Impact on Resources: There is minimal impact on resources.

Timetable for Further Review/Action: N/A

Table 1

**Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs
for
Approved Teacher Education Programs (excluding Administration and Supervision Programs)**

Institutions of Higher Education (IHE) that have Approved Teacher Education Programs	Number of "Partnerships and Collaborations" Reported (August 2008)	Number of Approved Programs* (as of 08/29/2008)	Percentage of IHE's Approved Programs that took part in at least one "Partnership and Collaboration"	Percentage of IHE's Approved Programs that took part in two or more "Partnerships and Collaborations"
Averett University	8	15	100%	100%
Bluefield College	5	13	100%	100%
Bridgewater College	18	19	100%	100%
Christopher Newport University	10	13	100%	77%
College of William and Mary	13	17	100%	100%
Eastern Mennonite University	26	19	100%	89%
Emory and Henry College	6	25	100%	100%
Ferrum College	10	16	100%	100%
George Mason University	142	29	100%	45%
Hampton University	10	12	100%	83%
Hollins University	4	12	100%	100%
James Madison University	24	33	100%	55%
Liberty University	15	26	100%	100%
Longwood University	43	26	100%	77%
Lynchburg College	45	19	100%	79%
Mary Baldwin College	17	18	100%	100%
Marymount University	42	16	100%	100%
Norfolk State University	16	21	100%	90%
Old Dominion University	149	35	100%	97%
Radford University	21	31	100%	94%
Randolph College	19	20	100%	100%
Randolph-Macon College	8	12	100%	75%
Regent University	23	5	100%	60%
Roanoke College	21	18	100%	100%
Saint Paul's College	16	7	100%	100%
Shenandoah University	6	20	100%	90%
Sweet Briar College	21	18	100%	100%
University of Mary Washington	20	26	100%	100%
University of Richmond	5	18	100%	100%
University of Virginia	46	24	100%	100%
University of Virginia at Wise	20	17	100%	100%
Virginia Commonwealth University	29	22	100%	77%
Virginia Intermont University	13	7	100%	100%
Virginia Polytechnic Institute and State University	8	27	100%	100%
Virginia State University	19	15	100%	100%
Virginia Union University	8	8	100%	100%
Virginia Wesleyan College	10	13	100%	100%
Total All IHEs	916	692	100%	91%

*** Notes:**

a) "Other Foreign Language" programs includes Arabic, Chinese, Russian, and/or Italian; and is counted only once for the purpose of this reporting.

b) "Adapted Curriculum" includes the former Severe Disabilities K-12 content area. IHE's are in the process of transitioning programs from Severe Disabilities to Adapted Curriculum, or have already completed this transition; and are counted only once for the purpose of this reporting.

c) "General Curriculum" includes Emotional Disturbance K-12, Learning Disabilities K-12 and Mental Retardation K-12. IHE's are in the process of transitioning ED, LD, and MR to General Curriculum, or have already completed this transition; and are counted only once for the purpose of this reporting.

d) "Visual Impairment PreK-12" reflects program activities as members of the Visual Impairment Consortium and are not included in this count. James Madison University, George Mason University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University are consortium members.

Table 2

**Accountability Measurement of Partnerships and Collaborations
for
Approved Administration and Supervision Programs**

Institutions of Higher Education (IHE) that have an Approved Administration and Supervision Program	Number of Partnerships and Collaborations Reported (August 2008)
College of William and Mary	4
George Mason University	9
Hampton University	1
James Madison University	1
Liberty University	3
Longwood University	1
Lynchburg College	7
Marymount University	18
Norfolk State University	1
Old Dominion University	5
Radford University	6
Regent University	7
Shenandoah University	1
University of Mary Washington	6
University of Virginia	3
Virginia Commonwealth University	7
Virginia Polytechnic Institute and State University	3
Virginia State University	7
Total - All IHEs	90