| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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**Agenda Item:** **I**

## Date: July 25, 2019

### Title: Final Review of Advisory Board on Teacher Education and Licensure Recommendations for the Annual Education Preparation Program Profile Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

#### Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

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## Purpose of Presentation:

Action required by state or federal law or regulation.

## Executive Summary: The Board of Education’s *Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-543)*, effective August 23, 2018, require an annual Education Preparation Program Profile to be published and posted on the Department of Education’s website.

The Annual Education Preparation Profile will provide information about each educator preparation program. The profile will communicate to prospective candidates, parents, and the public the status and achievements of Virginia’s approved programs.

The Board of Education advances policies to increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders. The *Regulations Governing the Review and Approval of Education Programs in Virginia* set forth the requirements for program approval for institutions of higher education preparing instructional personnel.

The requirements in the regulations for the Annual Education Preparation Program Profile are as follows:

**8VAC20-543-70. Annual Education Preparation Program Profile.**

The accredited professional education program shall submit to the Virginia Department of Education a yearly education preparation program profile on the preparation of professional school personnel. The education preparation program profile shall be published on the department's website. The information required on the education preparation program profile shall be approved by the Board of Education and shall include the following:

1. Institution's accreditation status;

2. Education endorsement program status;

3. Number of candidates admitted in education endorsement programs;

4. Comparison of candidates, admitted to education endorsement programs to overall college or university population;

5. Number of program completers for each endorsement program;

6. Number of program noncompleters for each endorsement program;

7. Biennial accountability data results;

8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;

9. Satisfaction ratings by employers of program graduates;

10. Satisfaction ratings of program graduates within two years of employment;

11. Recognition of other program achievements; and

12. Other data as required by the Board of Education.

During its April 15, 2019, meeting, the Advisory Board on Teacher Education approved recommendations to include definitions to some data elements, add information to the profile, and establish the collection timeline.

The Board of Education members requested additional information during its June 20, 2019, meeting. Specifically, the Board of Education inquired about what data collected would be duplicative of information institutions of higher education already collect and submit, as well as new information that would be required. The attached chart provides additional detail about the information that the Department of Education can populate in the collection instrument. Even though the Department has information about the institution’s accreditation status, education endorsement program status, and biennial reporting data, the majority of the data elements and information will need to be reported by the educator preparation program.

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends the Board of Education approve the Advisory Board on Teacher Education and Licensure’s recommendations for the Annual Education Preparation Program Profile.

## Rationale for Action:

The Board of Education’s *Regulations Governing the Review and Approval of Education Program****s*** *in Virginia (8VAC20-543)*, effective August 23, 2018, require an annual Education Preparation Program Profile to be published and posted on the Department of Education’s website.

## Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: June 20, 2019

Action: First Review

## **Background Information and Statutory Authority:**

The Board of Education’s *Regulations Governing the Review and Approval of Education Program in Virginia (8VAC20-543)*, effective August 23, 2018, require an annual Education Preparation Program Profile to be published and posted on the Department of Education’s website. Even though the regulations became effective last August, the implementation timeline for the regulations set forth in Section 8VAC20-543-20 is as follows:

**8VAC20-543-20. Accreditation and Administering This Chapter.**

…Q. Upon the effective date of this chapter, the Board of Education grants colleges and universities two years to align their existing approved programs with this chapter and allows only college and universities that on the effective date of this chapter are accredited by the Board of Education process four years to become accredited by the Council for the Accreditation of Educator Preparation (CAEP) with the option of submitting a progress report to the Superintendent of Public Instruction to request an additional year, if needed.

The requirements set forth in the regulations for the Annual Education Preparation Program Profile are as follows:

**8VAC20-543-70. Annual Education Preparation Program Profile.**

The accredited professional education program shall submit to the Virginia Department of Education a yearly education preparation program profile on the preparation of professional school personnel. The education preparation program profile shall be published on the department's website. The information required on the education preparation program profile shall be approved by the Board of Education and shall include the following:

1. Institution's accreditation status;

2. Education endorsement program status;

3. Number of candidates admitted in education endorsement programs;

4. Comparison of candidates, admitted to education endorsement programs to overall college or university population;

5. Number of program completers for each endorsement program;

6. Number of program noncompleters for each endorsement program;

7. Biennial accountability data results;

8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;

9. Satisfaction ratings by employers of program graduates;

10. Satisfaction ratings of program graduates within two years of employment;

11. Recognition of other program achievements; and

12. Other data as required by the Board of Education.

During the April 15, 2019, meeting, ABTEL members unanimously approved motions to recommend the collection of additional data for the “Annual Education Preparation Program Profile.” Since the *Regulations* state that “Other data as required by the Board of Education” may be added to the Annual Education Preparation Profile, the Advisory Board is making

recommendations for consideration by the Board of Education to add requirements to the Profile collection. Below are the recommended revisions.

**RECOMMENDATIONS FROM ABTEL**

**(The text in** red **font has been added by ABTEL to the text in the current regulations.)**

1. Institution's accreditation status;
2. Education endorsement program status;

3. Number of candidates admitted in education endorsement programs;

Number of candidates enrolled in education endorsement programs;

Definitions:

*Admitted. Admitted means candidates who have applied and are accepted (admitted) into an education endorsement program during the academic year (September 1 through August 30).*

*Enrolled. Enrolled means all candidates who were admitted in previous academic years continuing in the educator preparation program for the academic year (September 1 through August 30).*

4. Comparison of candidates **admitted** to education endorsement programs to overall college or university population;

* The number of non-underrepresented minority candidates compared to underrepresented minority candidates admitted to education endorsement programs in the educator preparation program compared to the overall institution at large.
* The number of candidates admitted to education endorsement programs in the educator preparation program by gender non-binary and ethnicity compared to the overall institution at large.
* The number candidates by in-state, out-of-state, or international status admitted to education endorsement programs in the educator preparation program compared to the overall institution at large.
* The number of part-time and full-time candidates admitted to the educator preparation program compared to the overall institution at large;
* Candidates’ status of financial aid need, based on eligibility for the PELL grant admitted to education endorsement programs in the educator preparation program compared to the overall institution at large; and
* The median Grade Point Average (GPA) of candidates upon graduation in the educator preparation program compared to the overall institution at large.

5. Number of program completers for each endorsement program;

6. Number of program noncompleters for each endorsement program;

7. Biennial accountability data results;

8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;

Response format: Narrative (1,000 words or less)

Definition

*Ratings. Indicators of quality as collected by each educator preparation program.*

*(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)*

9. Satisfaction ratings by employers of program graduates;

Response format: Narrative (1,000 words or less)

Definition

*Ratings. Indicators of quality as collected by each educator preparation program.*

*(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)*

10. Satisfaction ratings of program graduates within two years of employment;

Response format: Narrative (1,000 words or less)

Definition

*Ratings. Indicators of quality as collected by each educator preparation program.*

*(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)*

11. Recognition of other program achievements; and

Response format: Narrative (1,000 words or less)

If so, please list and briefly describe the programs.

12. Other data as required by the Board of Education.

* The percentage of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities and the dollar value of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities in the educator preparation program.
* The number of underrepresented minority full-time education faculty members in the educator preparation program.
* Does the educator preparation program offer any specific underrepresented minority pipeline programs working with prek-12 partners? If so, please list the programs.

Response format: Narrative (1,000 words or less)

* Describe efforts to market, recruit, and retain individuals in the educator preparation program.

Response format: Narrative (1,000 words or less)

Additionally, Advisory Board members approved a motion to recommend to the Board of Education to require the first collection on May 1, 2020, for the previous academic year *(September 1 through August 30).* This timeline mirrors other educator preparation collections [Board of Education Biennial Reporting for Program (Endorsement) Approval and Federal

Title 2 Reporting].

## **Timetable for Further Review/Action:**

Upon Board approval, the Department of Education will notify colleges and universities regarding the requirements for the Annual Education Preparation Profile.

## Impact on Fiscal and Human Resources:

The administrative impact required in developing and administering an automated collection system for the Annual Education Preparation Program will be absorbed within existing resources at the Department of Education.

# ATTACHMENT – ANNUAL EDUCATION PREPARATION PROGRAM PROFILE

*Current Regulations, Recommendations for Additional Data Elements, Providers of Information, and*

*Council for the Accreditation of Educator Preparation (CAEP) Reporting*

| **CURRENT REGULATIONS**  **8VAC20-543-70. Annual Education Preparation Program Profile** | **RECOMMENDATIONS BY ABTEL** | **INFORMATION PROVIDER** | **CAEP STANDARDS AND REPORTING**  **[Currently, seven Educator Preparation Programs are not CAEP Accredited)** |
| --- | --- | --- | --- |
| 1. Institution's accreditation status | 1. Institution's accreditation status | Virginia Department of Education will populate data. |  |
| 2. Education endorsement program status | 2. Education endorsement program status | Virginia Department of Education will populate data. |  |
| 3. Number of candidates admitted in education endorsement programs | 3. Number of candidates admitted in education endorsement programs;  Number of candidates enrolled in education endorsement programs;    Definitions:  *Admitted. Admitted means candidates who have applied and are accepted (admitted) into an education endorsement program during the academic year (September 1 through August 30).*  *Enrolled. Enrolled means all candidates who were admitted in previous academic years continuing in the educator preparation program for the academic year (September 1 through August 30).* | Educator Preparation Program |  |
| 4. Comparison of candidates, admitted to education endorsement programs to overall college or university population | **4.** Comparison of candidates **admitted** to education endorsement programs to overall college or university population;   * The number of non-underrepresented minority candidates compared to underrepresented minority candidates admitted to education endorsement programs in the educator preparation program compared to the overall institution at large. * The number of candidates admitted to education endorsement programs in the educator preparation program by gender non-binary and ethnicity compared to the overall institution at large. * The number candidates by in-state, out-of-state, or international status admitted to education endorsement programs in the educator preparation program compared to the overall institution at large. * The number of part-time and full-time candidates admitted to the educator preparation program compared to the overall institution at large; * Candidates’ status of financial aid need, based on eligibility for the PELL grant admitted to education endorsement programs in the educator preparation program compared to the overall institution at large; and * The median Grade Point Average (GPA) of candidates upon graduation in the educator preparation program compared to the overall institution at large. | Educator Preparation Program |  |
| 5. Number of program completers for each endorsement program | 5. Number of program completers for each endorsement program; | Department of Education can refer to website. | **CAEP Annual Report** |
| 6. Number of program noncompleters for each endorsement program | 6. Number of program noncompleters for each endorsement program; | Department of Education can refer to website. The number of “program exiters” is currently collected; “nomcompleters” will be reported in 2021. |  |
| 7. Biennial accountability data results | 7. Biennial accountability data results; | Department of Education can refer to website. |  |
| 8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers | 8. Satisfaction ratings by  school administrators and  clinical experience  supervisors of student  teachers;  Response format: Narrative (1,000 words or less)  Definition  *Ratings. Indicators of quality as collected by each educator preparation program.*  *(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)* | Educator Preparation Programs | **CAEP 2.2/Clinical Educators (Not reported in Annual Report, submitted through self-study)**  **2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.**  **CAEP 2.3/Clinical Experiences (Not reported in Annual Report, submitted through self-study)**  **2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.** |
| 9. Satisfaction ratings by employers of program graduates | 9. Satisfaction ratings by employers of program graduates;  Response format: Narrative (1,000 words or less)  Definition  *Ratings. Indicators of quality as collected by each educator preparation program.*  *(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)* | Educator Preparation Programs | **CAEP Annual Report 4.3/A.4.1**  **CAEP Standard 4.3 Satisfaction of Employers**  **4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students** |
| 10. Satisfaction ratings of program graduates within two years of employment | 10. Satisfaction ratings of program graduates within two years of employment;  Response format: Narrative (1,000 words or less)  Definition  *Ratings. Indicators of quality as collected by each educator preparation program.*  *(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)* | Educator Preparation Programs | **CAEP Annual Report 4.4/A.4.2.**  **4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective** |
| 11. Recognition of other program achievements | 11. Recognition of other program achievements; and  Response format: Narrative (1,000 words or less)  If so, please list and briefly describe the programs. | Educator Preparation Programs |  |
| 12. Other data as required by the Board of Education | 12. Other data as required by the Board of Education.   * The percentage of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities and the dollar value of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities in the educator preparation program. * The number of underrepresented minority full-time education faculty members in the educator preparation program. * Does the educator preparation program offer any specific underrepresented minority pipeline programs working with prek-12 partners? If so, please list the programs.   Response format: Narrative (1,000 words or less)   * Describe efforts to market, recruit, and retain individuals in the educator preparation program.   Response format: Narrative (1,000 words or less) | Educator Preparation Programs |  |