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

## *MINUTES*

Meeting Date and Location: September 23, 2019

The Embassy Suites by Hilton Richmond Hotel

2925 Emerywood Parkway

Richmond, Virginia 23294

ABTEL Members Present: Mrs. Jennifer P. Andrews

Dr. Nancy A. Bradley

Ms. Kathy M. Burcher

Dr. Travis Burns

Dr. Andrew Daire

Ms. Selena P. Dickey

Ms. Wendy L. Downey

Dr. Holly C. Gould

Ms. Mary McIntyre

Dr. James A. Meyer

Delegate Robert Orrock, Sr.

Dr. Willie C. Sherman

Dr. Tricia Stohr-Hunt

Ms. Diane Carol Stubbins

Ms. Kate Sydney

Mrs. Nancy B. Welch

Mr. Stephen Whitten

Ms. Charletta M. Williams

Dr. Sherry A. Wilson

ABTEL Members Absent: Dr. Garry Wayne Carter, Jr.

Ms. Tracey Mercier

Senator Mark J. Peake

Delegate L. Nick Rush

Dr. Phillip Wishon

Ex Officio Members: Dr. Monica Osei [Absent]

State Council of Higher Education for Virginia

Dr. Daniel C. Lewis

Virginia Community College System

Mrs. Patty S. Pitts

Virginia Department of Education

Department of Education Staff:Dr. Kendra A. Crump

Ms. Tara McDaniel

Guests: Dr. Joanne Y. Carver, Equitable Education Solutions, LLC

Ms. Shelby Elliott, Henrico County Public Schools

Dr. Lisa Harris, World Language Unit, Virginia Department of Education

Mr. Randy Pearson, Two Capitols Consulting

Ms. Ida Ostrowski, Lighthouse Education Solutions

Mr. Preston A. Page, Advantus Strategies

Dr. Antoinette Rogers, Virginia Education Association

Dr. Linda Wallinger, Consultant/Researcher

Victoria Young, McGuire Woods Consulting

# FULL ADVISORY BOARD CONVENES

The Advisory Board on Teacher Education and Licensure (ABTEL) convened at 9 a.m.

### Opening Remarks and Welcome

Dr. Tricia Stohr-Hunt, Chair of the Advisory Board on Teacher Education and Licensure, called the meeting to order and welcomed members and guests.

### Introductions

Advisory Board members, the Board of Education liaison, and ex officio members introduced themselves.

### Introduction of Guests

Guests attending the meeting introduced themselves to the Advisory Board members.

### Approval of Agenda

**Mrs. Nancy Welch made a motion to approve the agenda as presented.**

**Dr. Nancy Bradley seconded the motion. The motion was approved unanimously.**

### Approval of Minutes

**Mrs. Nancy Welch made a motion to approve the April 15, 2019, Advisory Board minutes. Ms. Charletta Williams seconded the motion. The motion was approved unanimously.**

## PUBLIC COMMENT

* No individuals requested to speak during the public comment period.

## ELECTION OF OFFICERS AND APPOINTMENT OF COMMITTEE CHAIRS

### Election of the Chair of the Advisory Board on Teacher Education and Licensure

Dr. Andrew Daire, Vice-Chair of ABTEL, presided over the nomination and election of a chair for the 2019-2020 year.

Dr. Andrew Daire asked for nominations for the chair of the Advisory Board.

**Mrs. Nancy Welch nominated Dr. Tricia Stohr-Hunt. Dr. James Meyer seconded the motion.**

Dr. Andrew Daire asked for other nominations for the position of chair.

**Dr. James Meyer made a motion to close nominations. Dr. Willie Sherman seconded the motion, and the motion passed unanimously. The main motion passed unanimously.**

Dr. Tricia Stohr-Hunt assumed the role of chair of the Advisory Board and presided over the remainder of the meeting.

### Election of the Vice-Chair of the Advisory Board on Teacher Education and Licensure

**Dr. James Meyer made a motion to nominate Dr. Andrew Daire as Vice-Chair of the Advisory Board on Teacher Education and Licensure. Mrs. Nancy Welch seconded the motion.**

**Dr. Nancy Bradley made a motion to close nominations. Mrs. Jennifer Andrews seconded the motion, and the motion passed unanimously. The main motion passed unanimously.**

### Election of the Member-at-Large of the Advisory Board on Teacher Education and Licensure

**Dr. James Meyer made a motion to nominate Mrs. Nancy Welch as Member-at-Large. Mrs. Jennifer Andrews seconded the motion.**

**Dr. James Meyer made a motion to close nominations. Mrs. Jennifer Andrews seconded the motion, and the motion passed unanimously. The main motion passed unanimously.**

### Appointment of Chairs to the Teacher Education Committee and the Licensure Committee

The chairs of the Teacher Education Committee and the Licensure Committee will be appointed by the chair, Dr. Tricia Stohr-Hunt. The names of the individuals will be announced at the November 18, 2019, meeting.

## ABTEL MEETING DATES

The following 2019-2020 meeting dates were approved during the April 15, 2019, Advisory Board meeting:

Monday, September 23, 2019 (current meeting)

Monday, November 18, 2019

Monday, January 13, 2020

Monday, March 16, 2020

Monday, April 20, 2020

## STATUTORY REQUIREMENT FOR ABTEL

Mrs. Patty Pitts, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education, reviewed with members the responsibilities of the Advisory Board on Teacher Education and Licensure pursuant to Section § 22.1-305.2 of the *Code of Virginia*.

## ABTEL MEMBERSHIP

Mrs. Patty Pitts announced that in the 2019 General Assembly Senate Bill 1575 granted the Director of the State Council of Higher Education for Virginia voting privileges as an ex-officio member of the Advisory Board on Teacher Education and Licensure.

## DISCUSSION ITEMS

Mrs. Patty Pitts reviewed Board of Education actions taken during the June, July, and September 2019, meetings on recommendations made by the Advisory Board on Teacher Education and Licensure.

### [Recommendation for a New Program in Mathematics-Algebra I (add-on endorsement) at Rockbridge Teacher Education Consortium (Washington and Lee University)](http://www.doe.virginia.gov/boe/meetings/2019/06-jun/agenda.shtml)

On June 20, 2019, the Board of Education approved a new program in Mathematics-Algebra I (add-on endorsement) at Rockbridge Teacher Education Consortium as recommended by ABTEL.

### [Recommendations to Approve Undergraduate Education Endorsement Programs at Virginia Colleges and Universities](http://www.doe.virginia.gov/boe/meetings/2019/06-jun/agenda.shtml)

On June 20, 2019, the Board of Education approved the undergraduate education preparation programs at institutions of higher education as recommended by ABTEL.

### [Recommendations for the Annual Education Preparation Program Profile Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*](http://www.doe.virginia.gov/boe/meetings/2019/07-jul/agenda.shtml)

On July 25, 2019, the Board of Education approved ABTEL’s recommendations for the “Annual Education Preparation Program Profile” with revisions.

### [Proposed Amendments to the *Licensure Regulations for School Personnel* (8 VAC20-23) to Comport with Legislation Passed by the General Assembly under the Fast Track Provisions of the Administrative Process Act](http://www.doe.virginia.gov/boe/meetings/2019/07-jul/agenda.shtml)

On July 25, 2019, the Board of Education approved the proposed amendments to the *Licensure Regulations for School Personnel* (8 VAC20-23) to comport with legislation passed by the general assembly under the fast track provisions of the administrative process act.

# AGENDA ITEMS

## Agenda Item 1: Recommendations for Microcredentialing for Licensure in Response to [Senate Bill 1419](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1419) and [House Bill 2217](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2217) of the 2019 Virginia General Assembly

The 2019 Virginia General Assembly passed identical bills, Senate Bill 1419 and House Bill 2217, which allow the Virginia Department of Education to establish a microcredential program that permits a Virginia teacher who holds a renewable or provisional license or an individual who participates in an alternate route to licensure to complete additional coursework and earn microcredentials in science, technology, engineering, and mathematics (STEM) endorsement areas, including computer science. The bills required that the Advisory Board on Teacher Education and Licensure (ABTEL) convene a workgroup to determine how such microcredentials could be used to award add-on endorsements and certifications for teachers in STEM endorsement areas, including computer science. The legislation noted that the work to complete a microcredential could be offered in person or in a blended format of in-person and online instruction. Any microcredential that does not contribute to an endorsement is eligible for consideration toward license renewal.

A workgroup on microcredentials convened on behalf of the Advisory Board on Teacher Education and Licensure (ABTEL) in Henrico County, Virginia, on September 9, 2019. Members of the workgroup included teachers, school and central office administrators, Department of Education staff, and representatives from professional organizations, higher education, and CodeVA, an organization that provides computer science training to teachers in Virginia. Presentations to the workgroup included:

* A review of research on microcredentials and their use in K-12 education;
* An overview of Radford University’s Appalachian Support for Specialized Education Training (ASSET) program, which delivers self-paced and competency-based online professional development sessions for K-12 educators that may result in microcredentials; and
* Information about a partnership currently under development between Old Dominion University and CodeVA to offer microcredentials to K-12 teachers.

The discussion of the workgroup on microcredentials produced recommendations related to the development and use of microcredentials. The areas of recommendation address both existing policies and future considerations. Dr. Linda Wallinger, Researcher and Consultant, conducted the research and prepared the report based on the recommendations of the workgroup.

The Advisory Board on Teacher Education and Licensure reviewed the workgroup’s report and the following recommendations.

1. **Clarify Virginia license renewal language about the use of microcredentials for professional development points.**

There are provisions in the *Virginia Licensure Renewal Manual* (Virginia Department of Education, 2019) whereby a teacher can use microcredentials to earn professional development points toward license renewal. Option 8, Professional Development Activities, encourages local employing education agencies “to design staff development activities . . . to enhance professional performance and advance the goals of the employing local agency. Noncollege credit activities previously sponsored by educational agencies are now included in several of the options, especially Option 8.” (Virginia Department of Education, 2019)

Effective July 1, 2018, renewable teaching licenses are issued for 10 years. Prior to that date, they were issued for five years. Individuals who currently hold a five-year license must earn 180 professional development points for license renewal, with one clock/contact hour counting as one point. Professional development activities must meet the following criteria to be used for license renewal:

* + Must be a **minimum of five hours per activity**. The five hours do not have to be consecutive
  + Must have prior approval from the chief executive officer or designee if the license holder is employed in a Virginia educational agency. Prior approval for employing educational agency professional development activity is a commitment that professional development points will be awarded for the activity. If job-related leave is being requested, the license holder must follow the guidelines in the personnel handbook of the employing agency.

**Suggested Action:**

Add language based on the Code of Virginia (*§* [***22.1-299.7***](http://law.lis.virginia.gov/vacode/22.1-299.7)*. Microcredential program; certain STEM subjects.)* to the *Virginia Licensure Renewal Manual* to make it clear that microcredentials can be used to earn professional development points for license renewal.

1. **Consider microcredentials as a component of an alternate route to licensure or a teacher preparation program submitted to the Virginia Board of Education for approval.**

The Virginia Board of Education must approve all teacher preparation programs. Additionally, the 2019 Virginia General Assembly approved House Bill 2486 that required the Board of Education to develop guidelines that establish a process to permit a school board or any organization sponsored by a school board to petition the Board for approval of an alternate route to licensure that may be used to meet the requirements for a provisional or renewable license or any endorsement.

**Suggested Action:**

Consider including microcredentials in programs seeking approval if they address the content and expertise required in the approved program competencies set forth in the Board of Education’s regulations.

1. **Allow microcredentials, regardless of delivery modality to be considered for use by educators.**

The language approved by the 2019 Virginia General Assembly in Senate Bill 1419 and House Bill 2217 appears to require that microcredentials for teachers may be offered only in person or in a blended format of in-person and online instruction.

*§* [***22.1-299.7***](http://law.lis.virginia.gov/vacode/22.1-299.7)*. Microcredential program; certain STEM subjects.*

*…C. Any course offered through any microcredential program established pursuant to subsection A shall be offered in-person or in a blended format of in-person and online instruction.*

However, many microcredential are offered solely online, and the language in the *Code of Virginia* should reflect this provision.

**Suggested Action:**

Add language to make it clear that microcredentials can include completely online instruction in addition to in-person or in a blended format.

1. **Allow the opportunity to pilot the development, use, and evaluation of microcredentials for Virginia educators in accordance with Board of Education guidelines.**

Many questions about the use of microcredentials for teachers exist, especially given the emerging nature of their development and use. One or more microcredential pilots, especially conducted by colleges, universities, or organizations in Virginia that have recognized success in teacher preparation and professional development, would help to respond to some of these questions including the interest of teachers in pursuing microcredentials, their effectiveness in providing professional development in areas of need, and their potential role in teacher licensure and renewal. Such work also may provide insight into how higher education views the use of microcredentials as an element of programs, which may assist with the calibration of content and/or skills addressed by microcredentials with the current teacher licensure requirements in Virginia.

The Advisory Board on Teacher Education and Licensure made the following motions regarding the recommendations from the Workgroup on Microcredentials:

***Recommendation 1***

**Dr. James Meyer made a motion to recommend to the Board of Education that language be added to the Virginia Licensure Renewal Manual to make clear that microcredentials can be used to earn professional development points for licensure renewal if they meet the criteria in the renewal manual. Mrs. Nancy Welch seconded the motion. The motion passed unanimously.**

***Recommendation 2***

**Delegate Robert Orrock, Sr., made a motion to strike “of an alternative route” out of the second recommendation suggested by the Microcredentialing workgroup. Ms. Kathy Burcher seconded the motion. ABTEL committee members discussed the implications of striking the language and benefits of including microcredentials as a part of a course or a program. Delegate Robert Orrock, Sr., withdrew the motion.**

**Delegate Robert Orrock, Sr., made a motion to recommend that the Board of Education consider microcredentials as a component of an alternate route to licensure or a teacher preparation program submitted to the Board of Education for approval. Dr. James Meyer seconded the motion. The motion passed unanimously.**

***Recommendation 3***

**Dr. James Meyer made a motion to recommend that the Board of Education approve revised language to include in the Code of Virginia to allow microcredentialing regardless of the delivery modality to be considered by use be teachers. Dr. Willie Sherman seconded the motion. [Discussion included that changes in the legislation are required by the General Assembly.] ABTEL committee members discussed changing the word teachers so that the options is available to other school personnel. Dr. James Meyer withdrew the motion.**

**Dr. Tricia Stohr-Hunt made a motion to recommend to allow microcredentials, regardless of delivery modality, to be considered for use by educators. Delegate Robert Orrock, Sr., seconded the motion. The motion passed unanimously.**

***Recommendation 4***

**Dr. Andrew Daire made a motion to recommend that the Board of Education allow the opportunity to pilot the development, use and evaluation of microcredentials for Virginia educators in accordance with the Board of Education Guidelines. Dr. Nancy Bradley seconded the motion. The motion passed unanimously.**

## Agenda Item 2: Recommendations for Guidelines for Alternate Routes to Licensure in Response to [House Bill 2486](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2486) of the 2019 Virginia General Assembly

The Department of Education established a workgroup on August 27, 2019, to recommend to the Board of Education *Guidelines for Alternate Routes to Licensure* ***in Response to House Bill 2486 of the 2019 Virginia General Assembly***. The workgroup was composed of school division human resources officials; an assistant superintendent; a teacher; university administrator; and representatives from the Virginia Education Association, Virginia Association of School Superintendents, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Advisory Board on Teacher Education and Licensure, Virginia Community College System, and the Virginia Department of Education. The workgroup was facilitated by the Assistant Superintendent of Teacher Education and Licensure, Department of Education.

The Advisory Board on Teacher Education and Licensure (ABTEL) reviewed the recommendations of the workgroup. ABTEL requested the following recommendations for edits in the guidelines to require:

* Programs to be initially reviewed by the Board of Education for a three-year period and then renewed for a seven-year period;
* Program proposals under the topic of “PROGRAM OVERVIEW AND JUSTIFICATION” to include a description of the capacity to deliver the program, including faculty/instructors’ qualifications and the background and expertise of the program provider; and
* Proposals to be reviewed by a panel convened by the Department of Education and restate that the Virginia Board of Education must approve programs.

**Dr. James Meyer made a motion to recommend that the Board of Education approve the “Recommended Guidelines for Alternate Routes to Licensure” as revised , allowing the Department of Education to make grammatical or technical changes. Dr. Willie Sherman seconded the motion. The motion passed unanimously.**

## Item 3: Recommendations for Licensure Qualifications for Dual Enrollment in Response to [Senate Bill 1575](http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+SB1575) of the 2019 General Assembly

The Advisory Board on Teacher Education and Licensure was required to submit a Report on Dual Enrollment (Including Career and Technical Education) in response to Senate Bill 1575 of the 2019 Virginia General Assembly. On August 29, 2019, a workgroup on dual enrollment was convened. The workgroup was composed of representatives from the Virginia Association of School Superintendents, Virginia Association of Secondary School Principals, Virginia School Boards Association, Virginia Education Association, State Council of Higher Education for Virginia, Virginia Community College System, Advisory Board on Teacher Education and Licensure, higher education, and Virginia Department of Education. The Director of Educational Programs and Policy in Fairfax County Public Schools also served on the workgroup. The Advisory Board on Teacher Education and Licensure (ABTEL) reviewed the recommendations of the workgroup.

**Recommendations**

* Increase the pipeline of teachers qualified to teach dual enrollment courses by encouraging:
  + additional funding for incentives for K-12 teachers to meet current requirements for higher education dual enrollment eligibility requirements (subject area master’s degree or graduate content area coursework);
  + accredited institutions of higher education to offer graduate content course to assist individuals in meeting qualifications to teach dual enrollment; and
  + further discussion regarding the criteria used to determine K-12 teacher eligibility to teach dual enrollment courses for college credit.
* Request the Board of Education to establish a one-year, nonrenewable Dual Enrollment License.[[1]](#footnote-1) [This license will allow school divisions to hire dual enrollment instructors employed in institutions of higher education who then may be assigned as the “teacher of record” for the course and eliminate the need to assign a second employee to the classroom.] This license may be issued to an individual who does not otherwise hold a Virginia teaching license issued by the Board of Education and who:

1. Is employed as an instructor by an institution of higher education that is accredited by a nationally recognized regional accreditation body;
2. Is teaching in a dual enrollment subject area (including career and technical education) at such institution in which the individual seeks to teach in a public school;
3. Complies with the requirements set forth in subdivisions D1 and 3 of Section

22.1-298.1 of the *Code of Virginia*;

1. Must maintain continuous employment in such position at the institution of higher education as condition of continued licensure (as verified by the school division); and
2. Receive a recommendation for the license from an employing Virginia school division superintendent.

An extension of the license must be requested by the employing Virginia school division superintendent each year of employment.

This license is subject to **Part VII --Governing the Revocation, Cancellation, Suspension, Denial, and Reinstatement of License** of the *Licensure Regulations for School Personnel*.

**Dr. James Meyer made a motion to recommend that the Board of Education approve the “Recommendations for Licensure Qualifications for Dual Enrollment” allowing the Department of Education to make small grammatical or technical changes. Dr. Willie Sherman seconded the motion. The motion passed unanimously.**

**Item 4: Recommendations for Dual Language Endorsement in Response to** [**House Bill 1156**](http://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+HB1156) **of the 2018 Virginia General Assembly**

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction prek-6 in the licensure regulations.

The Board of Education approved a Notice of Intended Regulatory Action (NOIRA) in October 2018 to begin the Administrative Process Act (APA) procedures to develop licensure endorsement requirements in dual language instruction. A Dual Language Endorsement Workgroup was established. The first meeting of this group of stakeholders (refer to Appendix) was held on March 25, 2019. The workgroup continued its work and participated in a second meeting on June 17, 2019, to develop recommendations to be presented to the Advisory Board on Teacher Education and Licensure and the Virginia Board of Education. The workgroup made recommendations for new and add-on endorsements in Dual Language (English) prek-6 and Dual Language (Target Language) prek-6. In addition, professional studies requirements for the endorsements were proposed.

The following recommendations of the workgroup were presented to the Advisory Board on Teacher Education and Licensure. Dr. Lisa Harris, Specialist for World Languages and International Education, Department of Education, attended the meeting to provide information on dual language programs.

**PROPOSED DUAL LANGUAGE ENDORSEMENTS**

**REVISIONS TO LICENSURE REGULATIONS FOR SCHOOL PERSONNEL**

**Virginia Administrative Code**

**Title 8. Education**

**Agency 20. State Board of Education**

**Chapter 23. Licensure Regulations for School Personnel**

**…8VAC20-23-130. Professional Studies Requirements for Early/Primary Education, Elementary Education, and Middle Education Endorsements.**

Professional studies requirements for early/primary education, elementary education, and middle education: 21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human development and learning (birth through adolescence): 3 semester hours.

a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

2. Curriculum and instruction: 3 semester hours.

a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction: 3 semester hours.

(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.

(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.

(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

(8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.

(9) Pre-student teaching experiences (field experiences) should be evident within these skills.

b. Middle education 6-8 curriculum and instruction: 3 semester hours.

(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and evaluation of pupil performance.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and shall be appropriate for the middle education endorsement shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.

(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.

(7) Pre-student teaching experiences (field experiences) should be evident within these skills.

c. **Dual Language** **curriculum and instruction: 3 semester hours**.

(1) Skills in this area shall contribute to an understanding of the principles of learning; ***dual language acquisition; theories of second language acquisition****;* the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; (v) English Language Development Standards (WIDA) and (vi) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.

(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.

(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

(8) Demonstrated proficiency in the use of educational technology for instruction shall be required.

(9) Pre-student teaching experiences (field experiences) should be evident within these skills.

3. Classroom and behavior management: 3 semester hours.

a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.

d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included.

e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.

4. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand and help students understand their own progress and growth shall be included.

c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.

e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education, such as diagnostic, college admission exams, industry certifications, and placement assessment shall be included.

5. Foundations of education and the teaching profession: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.

c. Professionalism and ethical standards, as well as personal integrity shall be addressed.

d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.

6. Language and literacy: 6 semester hours.

a. **Early/primary preK-3 and elementary education preK-6** - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

b. **Middle education** - language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours.

(1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.

c.**Dual Language (English) preK-6** - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) **Language acquisition: 3 semester hours**. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) **Literacy Development (Reading and Writing):** 3 semester hours.

Skills in this area shall be designed to impart a thorough understanding of strategies for integration of content, literacy, and language development, researched-based strategies for differentiating instruction for language development; and language and cognitive support or scaffolding bases on the various strategies of the language and literacy acquisition process. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

d. **Dual Language (Target Language) preK-6** - language acquisition and bilingual literacy development: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) **Language acquisition**: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) **Bilingual literacy development**: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of strategies for integration of content, literacy, and language development, researched-based strategies for differentiating instruction for dual language; and language and cognitive support or scaffolding bases on the various strategies of the second language acquisition process. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised clinical experiences. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route….

**…8VAC20-23-320…**

**…8VAC20-23-321 Dual Language (English) Endorsement preK-6.**

1. The Dual Language (English) endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement may teach in dual language (English) in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3/Elementary Education prek-6).
2. The candidate is subject to the elementary education content assessment and the reading for educators assessment prescribed by the Virginia Board of Education for initial licensure. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (English).
3. Endorsement requirements for Dual Language (English) preK-6. The candidate shall have:

1. Graduated from an approved teacher preparation program in dual language elementary preK-6; or

2. Earned a baccalaureate degree from a regionally accredited college or university and completed the following semester-hour requirements:

a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

b. Mathematics (shall include algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete 6 hours in mathematics, complete a methods course in teaching elementary mathematics course

(3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete 9 semester hours (in two science disciplines), complete a methods in teaching elementary science course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

d. History (shall include American history and world history): 6 semester hours, and Social Science (shall include geography and economics): 6 semester hours; or complete 3 semester hours in history, complete 3 semester hours in social science (geography or economics), complete a methods course in teaching elementary history and social sciences course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education.

**8VAC20-23- 322. Dual Language (English) preK-6 Add-on Endorsement**

1. The Dual Language (English) preK-6 endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek-6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate’s additional preparation in Dual Language (English).
2. Endorsement requirements.
3. The candidate shall have earned a baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching endorsement in elementary education.
4. Completed an approved teacher preparation program in Dual Language (English) preK-6 Add-on Endorsement or completed the following:
   1. 3 semester hours in curriculum for dual language design/assessment; and
   2. a 45-clock-hour practicum in dual language (English) from a regionally accredited college or university. One year of successful, full-time teaching experience in a public school or accredited nonpublic school may be accepted in lieu of the practicum. The experience may be completed under a Provisional License.

**8VAC20-23-323. Dual Language (Target Language) Endorsement preK-6.**

1. The Dual Language (Target Language) preK-6 endorsement is to teach dual language in a World Language other than English. The target language will be noted on the endorsement.
2. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (Target Language) preK-6.
3. Endorsement requirements for Dual Language (Target Language) preK-6. The candidate shall have:
4. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in Dual Language (Target Language); or
5. Earned a baccalaureate degree from a regionally accredited college or university, and completed the following requirements:
6. a major in the Target Language; or 12 semester hours in the Target Language above the intermediate level that must include composition, literature, and conversation; or a qualifying score(s) on a foreign language assessment in the Target Language as prescribed by the Virginia Board of Education;
7. Mathematics-9 semester hours in mathematics that must include methods of teaching elementary mathematics;
8. Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;
9. History and Social Sciences: United States history-3 semester hours; geography, economics, or United States or comparative government-3 semester hours; and methods of teaching elementary history and social sciences-3 semester hours
10. Culture and Civilization: 3 semester hours

**8VAC20-23-324. Dual Language (Target Language) preK-6 Add-on Endorsement**

1. The Dual Language (Target Language) preK-6 add-on endorsement is to teach dual language in a World Language other than English. The target language will be noted on the endorsement.
2. Endorsement requirements. The candidate shall have:
   1. Earned a baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching endorsement in a ***Target Language***.
   2. Completed an approved teacher preparation program in Dual Language (Target Language) preK-6 Add-on Endorsement or completed the following:
      1. 3 semester hours in curriculum for dual language design/assessment;
      2. Passed the rigorous elementary education assessment prescribed by the Board of Education or completed the following coursework:
         1. Mathematics-9 semester hours in mathematics that must include methods of teaching elementary mathematics;
         2. Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;
         3. History and Social Sciences: United States history-3 semester hours; geography, economics, or United States or comparative government-3 semester hours; and methods of teaching elementary history and social sciences-3 semester hours; and
      3. a 45-clock-hour practicum in dual language (Target Language) from a regionally accredited college or university. One year of successful, full-time teaching experience in a public school or accredited nonpublic school in dual language (Target Language) may be accepted in lieu of the practicum. The experience may be completed under a Provisional License.

**Dr. Willie Sherman made a motion that the Board of Education approve the recommendations for a dual language endorsement. Ms. Charletta Williams seconded the motion. The motion passed unanimously.**

## Items 5: Recommendations to Approve Education Programs offered by Virginia Institutions of Higher Education asRequired by the *Regulations Governing the Review and* *Approval of Education Programs in Virginia*

Thirty-six institutions of higher education (IHE) in Virginia have Virginia Board of Education approved programs for the preparation of instructional personnel. Twenty-one of the 36 institutions of higher education also have an approved administration and supervision prek-12 program. The review and approval of programs for the preparation of professional school personnel is a cooperative responsibility of institutions of higher education, school divisions, and the Virginia Department of Education (VDOE). Programs are reviewed biennially and must demonstrate achievement of the accountability measures set forth in the Virginia Board of Education’s *Regulations Governing the Review and Approval of Education Programs in Virginia.*

IHEs were directed to report achievement based on *Regulations Governing the Review and Approval of Education Programs in Virginia*, 8VAC20-542. These regulations were repealed on August 23, 2018; and *Regulations Governing the Review and Approval of Education Programs in Virginia*, *8VAC20-543* became effective granting colleges and universities two years to align their existing approved programs with the regulations.

The 2017-2019 Biennial Report specifically addresses the progress of the institutions of higher education in achieving accountability measures 1 through 7 for the biennial reporting period of September 1, 2017 through August 31, 2019. VDOE requested that each institution complete and return the following three documents to report its progress in achieving accountability measures 1 through 7 for the current biennial reporting period:

• Certification for Standard 1 – Assessment Passing Rates;

• Certification for Standards 2 through 7; and

• Affidavit for Standards 1 through 7.

All 36 institutions of higher education completed and returned these documents to VDOE for the 2017-2019 biennial period. Accountability Measure 1 stipulates “candidate progress and performance on prescribed licensure assessments. …Achievement of an 80 percent 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.”

All programs met the 80 percent pass rate for assessments with the exception of James Madison University. James Madison University’s Reading Specialist program fell below the minimum prescribed candidate passing rate with a pass rate of 41.7 percent for the Reading for Virginia Educators (RVE): Reading Specialist (5304) assessment. All candidates were not required by the institution to take the assessment; however, candidates who took the test met the passing score. Institutions with education endorsements programs that fall below the 80 percent biennial requirement must submit to the Board of Education for approval an improvement plan to address the areas of stipulation, including measurable goals and timelines. James Madison University submitted an improvement plan.

For Accountability Measures 2-7, all institutions of higher education submitted a status result of MET for programs approved prior to September 1, 2017, and for which there was at least one program completer or program exiter for the current biennial reporting period.

On September 23, 2019, the Advisory Board on Teacher Education and Licensure approved the following recommendations to the Board of Education to grant:

1. “Approved” status to all Virginia college and university education (endorsement) programs listed in the 2017-2019 Biennial Report with the exception of the Reading Specialist program at James Madison University.

2. “Approval with Stipulations” status to the James Madison University Reading Specialist program, which fell below the 80 percent passing rate requirement for the Reading for Virginia Educators (RVE): Reading Specialist (5304) assessment.

**Dr. James Meyer made a motion to recommend that the Board of Education approve the education programs offered by Virginia Institutions of Higher Education, as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia,* except for Ferrum College, James Madison University, University of Lynchburg, University of Richmond, Virginia Commonwealth University, and Virginia Tech.**

**Mr. Stephen Whitten seconded the motion. The motion passed unanimously.**

**Dr. Holly Gould made a motion to recommend that the Board of Education approve James Madison University’s education programs with the exception of the Reading Specialist Program that is recommended for approval with stipulation, as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*.**

**Dr. Nancy Bradley seconded the motion. The motion passed unanimously.**

**Dr. Holly Gould made a motion to recommend that the Board of Education approve Ferrum College’s education programs as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Dr. Andrew Daire seconded the motion. The motion passed with a 16 - 0 vote with one abstention (Dr. Nancy Bradley abstained.)**

**Ms. Selena Dickey made a motion to recommend that the Board of Education approve Virginia Commonwealth University’s education programs as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Ms. Charletta Williams seconded the motion. The motion passed with a 16 - 0 vote with one abstention (Dr. Andrew Daire abstained.)**

**Dr. Andrew Daire made a motion to recommend that the Board of Education approve University of Richmond’s education programs as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Dr. Nancy Bradley seconded the motion. The motion passed with a 16 - 0 vote with one abstention (Dr. Tricia**

**Stohr-Hunt abstained.)**

**Dr. Nancy Bradley made a motion to recommend that the Board of Education approve University of Lynchburg’s education programs as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Dr. Andrew Daire seconded the motion. The motion passed with a 16 - 0 vote with one abstention (Dr. Holly Gould abstained.)**

**Dr. Sherry Wilson made a motion to recommend that the Board of Education approve Virginia Tech’s education programs as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Dr. James Meyer seconded the motion. The motion passed with a 16 - 0 vote with one abstention (Dr. Nancy Bradley abstained.)**

## Agenda Item 6: Recommendations to Approve New Education (Endorsement) Programs at Institutions of Higher Education

Requests from Virginia institutions of higher education to add new education endorsement programs must be approved by the Board of Education. Requests are made annually, by May 1 of each year.

Program specialists in the Department of Education reviewed the requests for the new education endorsement programs. Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia,* were verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the Request for New Endorsement Program applications submitted by the institutions evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.

Section 8VAC20-543-30 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on PreK-12 school needs. All institutions of higher education provided a copy of the Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Education Programs form for the requested program endorsement areas.

The Advisory Board on Teacher Education and Licensure reviewed the requests from institutions of higher education to add new endorsement programs. The Advisory Board members recommended that the Board of Education grant approval to 10 institutions to add 24 new education (endorsement) programs.

| College/University | Education Endorsement Program | Program Level |
| --- | --- | --- |
| **Bluefield College** | School Counselor PreK-12 | Graduate |
| **Eastern Mennonite University** | School Counselor PreK-12 | Graduate |
| **Ferrum College** | Special Education – General Curriculum Elementary Education K-6 (add-on endorsement) | Undergraduate |
| **George Mason University** | Elementary Education PreK-6 | Undergraduate |
| English | Undergraduate |
| Science-Biology | Undergraduate |
| Science-Chemistry | Undergraduate |
| Science-Earth Science | Undergraduate |
| Science-Physics | Undergraduate |
| **Hampton University** | Chemistry | Undergraduate |
| **Liberty University** | Special Education-General Curriculum Elementary Education K-6 (add-on endorsement) | Undergraduate and Graduate |
| Special Education-General Curriculum Middle Education Grades 6-8 (add-on endorsement) | Graduate |
| Special Education-General Curriculum Secondary Education Grades 6-12 (add-on endorsement) | Graduate |
| Special Education Early Childhood (birth through age five) | Graduate |
| Special Education Adapted Curriculum K-12 | Graduate |
| Career and Technical Education-Transition and Special Needs (add-on endorsement) | Graduate |
| **Mary Baldwin College** | Special Education-General Curriculum Elementary Education K-6 (add-on endorsement) | Undergraduate and Graduate |
| Special Education-General Curriculum Middle Education Grades 6-8 (add-on endorsement) | Undergraduate and Graduate |
| Special Education-General Curriculum Secondary Education Grades 6-12 (add-on endorsement) | Undergraduate and Graduate |
| **Old Dominion University** | Computer Science | Undergraduate |
| **Radford University** | Special Education-General Curriculum Elementary Education K-6 (add-on endorsement) | Graduate |
| Special Education-General Curriculum Middle Education Grades 6-8 (add-on endorsement) | Graduate |
| Special Education-General Curriculum Secondary Education Grades 6-12 (add-on endorsement) | Graduate |
| **Roanoke College** | Middle Education 6-8  (English and Science) | Undergraduate |

**Dr. Andrew Daire made a motion to recommend that the Board of Education approve the new education endorsement programs except for Ferrum College. Ms. Charletta Williams seconded the motion. The motion passed with a 16 - 0 vote.**

**Dr. Andrew Daire made a motion to recommend that the Board of Education approve Ferrum College’s new education endorsement programs. Dr. James Meyer seconded the motion. The motion passed with a 15 - 0 vote with one abstention (Dr. Nancy Bradley abstained.)**

# LIAISON REPORTS

**Virginia Community College System (VCCS)**

The fall semester began August 10, 2019, for 34 students in Level 1 of the VCCS Career Switcher program (EducateVA). These students will complete their professional studies requirements on December 7, 2019, and be eligible for to apply for a license. The application window for the spring cohort opens in October, and this new cohort will have an additional six hours of instructor-led sessions added to its Level 1 semester.

In October, EducateVA will deliver its English as a Second Language (ESL) Workshop series for teachers in Region 1 seeking an add-on endorsement in ESL. These sessions will focus on best instructional practices for those working with English Language Learners and provide preparation for the English as a Second Language Subject Area Praxis Test. Department of Education grant funds have been designated for those who participate.

Finally, EducateVA will support 109 first-year teachers during Level 2 this year. These teachers are employed in approximately 40 school divisions and will continue to complete professional development sessions during the year to support their first year efforts. A member of the EducateVA faculty will visit teachers in their classrooms, to observe and provide feedback, as they complete their requirements for a renewable license.

## State Council of Higher Education for Virginia (SCHEV)

No report was presented by the State Council of Higher Education for Virginia.

## Virginia Department of Education (VDOE)

Mrs. Patty Pitts shared that on September 5, 2019, eight teachers were named the 2020 Virginia Regional Teachers of the Year during surprise school announcements. On October 7, 2020, the Virginia Teacher of the Year will be named during a recognition ceremony at the Virginia Museum of Fine Arts in Richmond.

# ANNOUNCEMENTS AND DISCUSSION

Mrs. Jennifer P. Andrews shared that registration is open for the Virginia Education Association (VEA) 2019 Conference. “Connection with Students through Trauma-Responsive Practices,” VEA’s Instructional and Professional Development Conference, will be held on Friday,

October 11, 2019, and Saturday, October 12, 2019, at the Richmond Marriott Hotel.

# ADJOURNMENT

**Dr. Andrew Daire made a motion to adjourn the Advisory Board on Teacher Education and Licensure meeting. Dr. James Meyer seconded the motion. The motion was approved unanimously.**

1. ABTEL recommends a one-year, nonrenewable Dual Enrollment License. This one-year license will allow school division superintendents to request a license for an instructor employed by an institution of higher education. The preference is to establish a one-year license rather than a three-year license because instructors may only be assigned annually. [↑](#footnote-ref-1)