

Virginia Board of Education – June 2019 Meeting Update

On June 19th and 20th, the [Virginia Board of Education \(VBOE\)](#) met for their scheduled work session and regular business meeting. VSBA was present and reviewed the video streams of the meetings, which can be found [here](#). While we do our best to give you a concise summary of the relevant aspects of the meeting, we encourage you and your superintendent to delve deep into this information to better understand how it will impact your school division. Additionally, we welcome any feedback that you may wish to provide. If you have any questions, concerns, or compliments for the Board, please send them to me at jason@vsba.org. You are a vital part of this conversation, and we may wish to share your feedback at the next VBOE meeting on July 25, 2019.

Board Work Session

The Board convened for their committee work session Wednesday afternoon at the James Monroe Building in Richmond. Much of the Wednesday work session was held in executive session as the Board deliberated licensure revocation matters. A brief review of feedback from the May Standards of Quality public forums began late Wednesday afternoon. At the conclusion of the committee meeting, the Board adjourned for the day.

Thursday Business Session

The following morning, the Board reconvened for their [main business session](#). Board President Dan Gecker called the business session to order and asked for approval of the minutes from the April Board meeting. Following approval of the April meeting minutes, the Board proceeded to hear public comment which included remarks from VSBA Government Relations Specialist J.T. Kessler on proposed SOQ recommendations under consideration by the Board.

After hearing public comment, the Board approved the following Consent Agenda items: [Item A- Final Review of Recommendations Concerning Literacy Fund Applications Approved for Release of Funds or Placement on a Waiting List; Update to the First Priority Waiting List \(Excel Attachment A\)](#), [\(Excel Attachment B\)](#), [\(Excel Attachment C\)](#), [Item B- Final Review of Advisory Board on Teacher Education and Licensure Recommendation for a New Program in Mathematics-Algebra I \(add on endorsement\) at Rockbridge Teacher Education Consortium](#), [Item C- Final Review of a Report to the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health on the Effects of the Provisions of House Bill 1125 of the 2018 General Assembly \(Word Attachment\)](#), [Item D- Final Review of the Triennial Report to the Chairman of the House Committee on Education and the Senate Committees on Finance and Education and Health on the Issuance of Three-year Licenses Pursuant to House Bill 279 of the 2016 General Assembly \(Word Attachment\)](#), [Item E- Final Review of Proposed Changes to the 2019 High School STEM Competition Team Grant Guidelines](#), [Item F- Final Review of Nominations to Fill Vacancies on Board of Education Advisory Committees](#), and [Item G- Final Review of Notice of Intended Regulatory Action \(NOIRA\) for the Regulations Governing Educational Services for Gifted Students](#).

The morning's first Action/Discussion was to give consideration to [Item H- Final Review of the Proposed 2018 Science Standards of Learning Curriculum Framework](#). [\(Word Attachment](#)

[A\) \(Word Attachment B\)](#) The 2018 Science Curriculum Framework was developed to support teachers and administrators in the instruction of the *Science Standards of Learning*. School divisions are encouraged to incorporate the Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework provides the minimum content that all teachers should teach, and all students should learn.

The initial curriculum framework adopted in 2018 reflected changes based on feedback from K-12 science educators. These changes provide educators support in the instruction of science through integrating Science and Engineering Practices into content, ensuring the vertical alignment of science concepts for each Standard.

Following remarks by Dr. Anne Peterson, Science Coordinator, Office of Science, Technology, Engineering, and Mathematics at the Virginia Department of Education, a motion was made to accept final review of the Revised 2018 *Science Standards of Learning* Curriculum Framework. The Board approved final review of the framework.

[Item I-](#) First Review of Proposed *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (Final Stage)*. Dr. Samantha M. Hollins, Assistant Superintendent for Special Education and Student Services with the Virginia Department of Education addressed the Board regarding the matter. Virginia Code §22.1-279.1:1 was enacted by the Virginia General Assembly in 2014, requiring the Virginia Board of Education to adopt regulations on the use of seclusion and restraint in public elementary and secondary schools in the Commonwealth that (i) are consistent with its *Guidelines for the Development of Policies and Procedures for Managing Student Behavior in Emergency Situations* and the *Fifteen Principles* contained in the U.S. Department of Education's *Restraint and Seclusion: Resource Document*; (ii) include definitions, criteria for use, restrictions for use, training requirements, notification requirements, reporting requirements, and follow-up requirements; and (iii) address distinctions, including distinctions in emotional and physical development, between (a) the general student population and the special education student population and (b) elementary school students and secondary school students.

The Virginia Department of Education sought extensive stakeholder input, involving at least five separate meetings prior to drafting the proposed regulations, and received extensive public comment. Stakeholders held sharply divided views on the proposed regulations, and, as a result, the Board considered the proposed regulations at length in five meetings and a Board work session. Final review of the proposed stage of the regulations was completed on March 23, 2017. Following that action, the proposed regulations were reviewed by the Office of the Attorney General, the Secretary of Education, the Department of Planning and Budget, receiving the Governor's approval in February 2019. The proposed regulations were published in the Virginia Register of Regulations on February 18, 2019 with a 60-day public comment period, which expired on April 19, 2019. Following its meeting on March 21, 2019, the Board held a public hearing on the proposed regulations.

A motion was made and seconded to accept first review of the proposed regulations. The motion to accept first review was approved unanimously.

[Item J-](#) First Review of an Amendment to Virginia's Consolidated State Plan under the *Every Student Succeeds Act of 2015 (ESSA) – Amendment Three*. Director of the Office of ESEA Programs with the Department of Education, Dr. Lynn Sodot, addressed the Board on

amending Virginia's consolidated plan under the *Every Student Succeeds Act of 2015* (ESSA). An amendment to Virginia's consolidated state plan under the *Every Student Succeeds Act of 2015* (ESSA) is recommended to make four changes to the plan.

Graduation Rate

The Federal Graduation Indicator (FGI) is currently calculated using the previous year's cohort data. Under ESSA, states are no longer required to identify schools for support and improvement prior to the beginning of the school year. This more flexible timeline permits Virginia to use the current year's cohort data to calculate the FGI. The amendment proposes to use current year data for this calculation; no changes to the targets are proposed.

Mathematics Targets

In accordance with Virginia's standards and assessment review schedule, new Standards of Learning mathematics tests are being administered this year. Revised federal mathematics targets will be established this summer once statewide data are available. The new targets must be submitted to the U.S. Department of Education (USED) for review and approval. No changes to the methodology for establishing the targets are proposed.

Chronic Absenteeism Targets

The chronic absenteeism targets were calculated using the average rate of chronic absenteeism in each student group as the baseline and ten percent or less of students chronically absent as the long-term goal. The amendment proposes to use the chronic absenteeism rate of the school at the 20th percentile of enrollment as the baseline and to update the baseline data by using the 2017-2018 school year as the baseline year. This methodology is aligned with the methodology used to determine the other federal targets.

Title II, Part A, Use of State Set-Aside Funds

In the coming months, the Board of Education will consider revisions to the teacher performance standards and evaluation criteria. The amendment proposes to use Title II, Part A, state level set-aside funds to support training and technical assistance to school divisions on upcoming revisions to the teacher evaluation system. This use of funds is proposed as an addition to initiatives that are currently supported with Title II, Part A, state level set-aside funds.

If approved, accountability changes will be implemented beginning with the accountability ratings for the 2019-2020 school year.

A motion was made and seconded to accept first review of the proposed amendment. The Board approved first review.

Item K- First 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*.

Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure provided the Board with information regarding this agenda item. 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. 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 its April 15, 2019, meeting, the Advisory Board on Teacher Education approved recommendations to include definitions to some data elements, add additional information to the profile, and establish the collection timeline.

Following the presentation, Mrs. Pitts entertained questions from Board members and provided context surrounding the regulations. Board members expressed concern of duplicate processes in the regulations and how best to streamline the data being collected. The Department of Education will address these concerns and report to the Board at their July or September meeting. At the conclusion of this discussion, a motion was made and seconded to accept first review of the advisory board's recommendations. The Board approved first review of the recommendations.

Item L- First Review of Advisory Board on Teacher Education and Licensure Recommendations to Approve Undergraduate Education Endorsement Programs at Virginia Colleges and Universities. Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure provided the Board with information regarding the recommendations for undergraduate endorsement programs.

House Bill 1125 and Senate Bills 76 and 349 of the 2018 General Assembly amended §22.1-298 of the *Code of Virginia* to allow institutions of education to offer undergraduate degrees/majors in “education.”

§ [22.1-298.2](#). Regulations governing education preparation programs.

A. As used in this section:

...*“Education preparation program” includes four-year bachelor’s degree programs in teacher education.*

In response to the legislation, colleges and universities were provided timelines to submit undergraduate education programs to the Virginia Department of Education (VDOE), and for public institutions, to the State Council of Higher Education for Virginia (SCHEV). Content specialists conducted a thorough review of the education endorsement programs, verifying that the program endorsement competencies set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia* were addressed in the matrices and syllabi. Feedback was provided to the colleges and universities, and revisions were made, as needed.

In the late 1980s, the Board of Education required that undergraduate teacher preparation programs be restructured. Undergraduate programs, with the exception of health and physical education and career and technical education, were required to offer arts and sciences majors for individuals preparing to teach. For example, this change required candidates to major in “mathematics,” not “mathematics education.”

Currently, Virginia institutions of higher education offer undergraduate programs to prepare teachers; however, candidates (with the exception of health and physical education and career and technical education), major in the arts and sciences instead of “education.” For example, of the 36 institutions of higher education, 27 currently offer undergraduate programs in Elementary Education PreK-6, and nine programs offer Elementary Education PreK-6 only at the graduate level. With the change in the statute, institutions may offer a bachelor’s degree with a major/concentration in elementary education.

On April 15, 2019, the Advisory Board on Teacher Education and Licensure (ABTEL) approved recommendations to the Board of Education for approval of 53 programs (contingent upon SCHEV approval required for public institutions). In May, SCHEV approved degrees and majors requested by the public institutions.

At the conclusion of her remarks, Mrs. Pitts asked the Board to waive first review and approve the advisory board’s recommendations.

Board members expressed concern over waiving first review but understood the legislative mandate required such action. There was also concern regarding the overall level of preparation that new teachers have upon graduation.

To accommodate a recusal, a motion was made and seconded to waive first review and approve endorsement programs at George Mason University. The Board approved the motion. A second motion was made and seconded to waive first review and approve endorsement programs at all other colleges and universities. The Board approved the motion.

Following items for Action/Discussion, the Board proceeded to hearing the following reports:

Item M- Report on the Profiles to Support the Work of Profile of a Virginia Graduate. ([Power Point Presentation](#)). Dr. Gena C. Keller, Assistant Superintendent for Learning, Virginia Department of Education, presented a report on work done in partnership with Jobs for the Future, George Mason University College of Education and Human Development, William and Mary School of Education, School University Research Network, and the Virginia Association of Supervision and Curriculum Development.

Between 2017 to 2019, the groups worked to create profiles that would support the implementation of the Profile of a Virginia Graduate. The Profiles (Profile of a Virginia Educator, Profile of a Virginia Education Leader and the Pedagogy Project – Profile of a Virginia Classroom) presented today are reflective of the aspirational skill sets, competencies and dispositions needed in our educators, administrators and leaders, as well as the classroom setting. These profiles are dynamic in nature and will evolve as they inform professional learning opportunities, revision of evaluation processes and preparation of our educators.

Board members expressed satisfaction with the work being done by the Department of Education in collaboration with the partnering organizations. The Board thanked Dr. Keller for her leadership of this work.

At the conclusion of Dr. Keller's presentation, the Board accepted the following two reports: [Item N- Report from the Virginia Advisory Committee for the Education of the Gifted: Recommendations to Promote Equitable Access to Effective Gifted Education Programs.](#) ([PDF Attachment](#)), and [Item O- Report on Schools Recognized for Exemplar Performance as Required by Recognition and Rewards for School and Division Accountability \(8VAC20-131-410\) \(Written Report\).](#)

After receiving reports, the Board adjourned its June meeting.

I thank you for your support as advocates for public education. The full agenda and supporting documents can be found by visiting the following [link](#). If you have any questions, please do not hesitate to contact me.

Kind Regards,

J.T.