

Virginia Board of Education – October 2019 Meeting Update

On October 16th and 17th, the [Virginia Board of Education \(VBOE\)](#) met for their scheduled work session and regular business meeting. Video streams of the meetings can be found [here](#). While we do our best to give you a concise summary of the topics discussed during each 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 November 14, 2019.

Board Work Session

President Gecker called the October Work Session to order at 2:00 p.m. Due to the morning Executive Session lasting into the afternoon, the Board reorganized the schedule to accommodate presenter Dr. Jim Wycoff, Director, EdPolicy Works, the University of Virginia, to inform the Board on his [Research Regarding Teacher and Principal Evaluation and Professional Development](#). Dr. Wycoff has completed extensive research on the design and practice of evaluation systems for teachers and principals in the United States and provided context to the Board on how evaluations can drive positive change at the building and classroom level.

At the conclusion of Dr. Wycoff's presentation, the Board heard from Ms. Emily Webb, Director of Board Relations, Virginia Department of Education, regarding the [2019 Annual Report on the Condition and Needs of Public Schools in Virginia](#). Ms. Webb presented the Board with a draft report for review. The Board provided edits and suggestions to Ms. Webb for the 2019 report.

After hearing from Ms. Webb, the Business Work Session adjourned at 3:25 p.m. and the Board proceeded directly to the meeting of the Committee on the Standards of Quality (SOQ). To review the work session, please [click here](#).

Mr. Zach Robbins, Director of Policy, and Ms. Emily Webb, Director of Board Relations, Virginia Department of Education (VDoE), provided an update on progress since the Board's September 2019 meeting.

The Board began in earnest a review of the SOQs in the fall of 2018 and has continued to diligently examine their options while soliciting feedback from education stakeholders from across the Commonwealth. The Board conducted the following SOQ meetings, with public comment available at each:

- Board Work Session – November 14, 2018
- Board Work Session – January 23, 2019
- Committee on the Standards of Quality meeting – March 20, 2019
- Board Work Session – April 24, 2019
- Committee on the Standards of Quality meeting – June 19, 2019
- Committee on the Standards of Quality meeting – July 24, 2019
- First Review of the Standards of Quality at Board meeting – July 25, 2019
- Committee on the Standards of Quality meeting – September 18, 2019
- Second Review of the Standards of Quality at Board meeting – September 19, 2019

The Board also held meetings across the Commonwealth during May and June 2019 to hear

feedback on the draft SOQ proposals from representatives of various stakeholder groups. These focus group hearings were held in Marion, Farmville, Manassas, and Yorktown. Members of the public were invited to address the Board at the conclusion of each focus group hearing. The following organizations were invited to participate in the focus groups:

- Virginia School Boards Association
- Virginia Association of Counties
- Virginia Association of School Superintendents
- Virginia Association of School Nurses
- Virginia Association of School Social Workers
- Virginia School Counselor Association
- Virginia Academy of School Psychologists
- Virginia Education Association
- Virginia Congress of Parents and Teachers (Virginia PTA)
- Virginia Association of Elementary School Principals
- Virginia Association of Secondary School Principals
- Virginia Association of School Curriculum Development
- Virginia Association of Colleges of Teacher Education

The Board hosted a meeting with various stakeholders on June 6, 2019 in Richmond. The following organizations were invited to participate Virginia Chamber of Commerce; Virginia NAACP; Virginia Hispanic Chamber; Virginia Business Council; Virginia Asian Chamber; Virginia ACLU; Virginia Association of Realtors; First Cities Coalition; Virginia Restaurant, Lodging, and Travel Association; Just Children; Voice's for Virginia's Children.

Mr. Robbins and Ms. Webb provided the Board with updates to the [proposed SOQs](#) based on discussion by the Board at their September meeting. Included in this report to the Board was a detailed distribution for each local division from the Board's proposed [Equity Fund](#).

Following discussion, the Committee meeting was adjourned. To review the Committee on the Standards of Quality meeting, please [click here](#).

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 September Board meeting. Following approval of the minutes the Board recognized finalists of the 2019 Presidential Award for Excellence in Mathematics and Science Teaching and adopted a Resolution to Commemorate November 2019 as Family Engagement in Education Month.

At the conclusion of guest recognitions, the Board proceeded to the public comment portion of its agenda.

After hearing public comment, the Board approved the following Consent Agenda items: [Item A- Final Review of Quarterly Financial Report on Literary Fund: Update to the Second Priority Waiting List \(Item A: Attachment A\)](#), [Item B- Final Review of Resolution Adopting Data Collection Policies for Public Schools and School Divisions Pursuant to House Bill 196 \(2016 General Assembly\)](#), [Item C- Final Review of a Notice of Intended Regulatory Action \(NOIRA\) to Establish Dual Language and Economics and Personal Finance](#)

Endorsements in the *Regulations Governing the Review and Approval of Education Programs in Virginia*, [Item D- Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation to Approve New Education \(Endorsement\) Programs](#), [Item E- Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* \(Item E: Attachment A\) \(Item E: Attachment B\)](#).

After approval of the Consent Agenda, the Board proceeded to consideration of the following Action/Discussion items: [Item F- Final Review of Proposed Revisions to the Standards of Quality \(Item F: Attachment A\) \(Item F: Attachment B\)](#). Mr. Zachary Robbins, Director of Policy, Virginia Department of Education, presented final proposals for Revisions to the Standards of Quality which included a resolution for the Board to prescribe the SOQs. The Constitution of Virginia ([Article VIII, § 2](#)) requires the Board of Education to prescribe standards of quality for the public schools of Virginia, subject to revision only by the General Assembly. These standards, found in the *Code of Virginia* at §§ [22.1-253.13:1](#) through [22.1-253.13:10](#), are known as the *Standards of Quality* (SOQ) and provide the foundational program for public education in Virginia. Every two years, as required by § [22.1-18.01](#) of the *Code*, the Board of Education reviews the SOQ and proposes amendments as necessary.

The 2019 review of the SOQ addresses all three of the Board’s priorities as identified in the [Virginia Board of Education Comprehensive Plan: 2018-2023](#). These SOQs promote educational equity (Priority 1) by establishing the resources required to fully support a system of quality education for all students, regardless of background, including wrap-around services and other programs to increase opportunities for all students to succeed. Additionally, these standards support educator recruitment, development and retention (Priority 2) by promoting the equitable allocation of resources and high-quality personnel and the implementation of teacher mentorship programs. Finally, the proposed revisions support the implementation of the *Profile of a Virginia Graduate* and the revised school accountability system (Priority 3) by deploying resources necessary to support continuous improvement and alignment with higher education and workforce needs.

At the conclusion of the presentation from Mr. Robbins, the Board discussed the resolution under consideration. Board member Anne Holton asked to replace language in the resolution regarding the role of the General Assembly in the SOQ process and the state Board’s constitutional duty to prescribe standards of quality. President Gecker explained this is a historical paragraph to explain the current process of how the Board and General Assembly have conducted the SOQ process since 1984.

In order to adopt the resolution prescribing the proposed SOQs, the Board must first adopt the SOQs under consideration.

Gecker asked for a motion to adopt the proposed Standards of Quality. Motion to adopt proposed Standards of Quality carries unanimously. Gecker asked for an additional motion to approve the resolution prescribing the Standards of Quality. Motion made to adopt the resolution prescribing the Standards of Quality unanimously approved by the Board.

President Gecker and Board members thanked Department of Education staff for their diligent work in the revision process over the past two-years.

Item G- Final Review of the Guidelines for a Senior Capstone Project, Portfolio, Performance-Based Assessment, or Structured Experiment as Required by House Bill 2662 (2019 General Assembly). Dr. Tina Manglicmot, Director of STEM and Innovation/Assistant Superintendent for Learning, and Dr. Dave Eshelman, Director of Workforce Development and Initiatives, Virginia Department of Education, presented Item G to the Board for Final Review. In 2019, the Virginia General Assembly through House Bill 2662 (Landes) amended and reenacted §22.1-253.13:4 of the *Code of Virginia* permitting the Board to require students to complete a senior capstone project, portfolio, performance-based assessment, or structured experiment that relates to a work-based learning, service-learning, or community engagement activity. The senior capstone should align with and further develop the knowledge and skills attained through such work-based learning, service-learning, or community engagement activity. The bill further requires local school boards to develop and implement the capstone in accordance with Board guidelines. Through the legislative process, the bill language was amended to direct the Board of Education to develop and submit to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2019, guidelines for local school boards to develop and implement a senior capstone project, portfolio, performance-based assessment, or structured experiment. The guidelines should be informed by stakeholders including local school divisions, industries and educational organizations. They should consider the diversity among school divisions, the need for local flexibility, and the individualized needs of the communalities and industries across the Commonwealth.

On August 14, 2019, the Virginia Department of Education convened a group of educators from various professional organizations, school divisions, and the agency to begin drafting guidelines for a senior capstone. Best practices from other states, Virginia Governor Schools programs, current Virginia Department of Education capstone courses and other senior capstone projects from local school divisions were compiled and analyzed.

On September 25, 2019, the Virginia Department of Education convened a group of educators from various professional organizations, school divisions, and additional business and industry representatives to review the current draft and propose suggestions and recommendations to help develop guidelines for any school division choosing to offer a senior capstone. Feedback from the Board of Education at the first review on September 19, 2019, along with meetings held on August 14 and September 25 assisted Virginia Department of Education staff to establish the guidelines for approval and submission to the Chairmen of the House Committee on Education and Senate Committee on Education and Health by November 1, 2019. The following changes were made based on feedback from the second stakeholder meeting:

- clarity of language surrounding the types of different Senior Capstones;
- timeline suggestions;
- recommendations for implementation; and
- examples of school Senior Capstone guidelines.

The General Assembly will need to pass HB 2662 during the 2020 session for the requirement of a Senior Capstone to become law.

Board member Dr. Jamelle Wilson questioned DoE staff on their plans to provide professional development to school divisions if the legislation is reenacted in 2020. Dr. Manglicmot informed members that a comprehensive professional development program will be designed for school divisions.

Board member Diane Atkinson asked if a recommendation should be passed encouraging the General Assembly to reenact the legislation and include provisions for local flexibility in the implementation of the guidelines to reflect divisions that have existing programs in place. President Gecker said transmitting a letter to the General Assembly expressing support for reenactment of the legislation is within order.

President Gecker asked the Board for a motion to adopt the guidelines under final review. Motion made and Board approved final review. Gecker asked for a motion to transmit a letter of the Board's support for reenactment of the legislation to the General Assembly. Motion made and the Board approved transmitting letter of support to the General Assembly.

Item H- First Review of Proposed Revisions to the *Economics and Personal Finance Standards of Learning*, as required by Senate Bill 1245 (2018 General Assembly). Mr. George R. Wilcox, Director of CTE, Operations, and Accountability, and Judith P. Sams, Specialist, Business and Information Technology, presented Item H to the Board for First Review. Senate Bill 1245 of the 2018 Virginia General Assembly requires the Board of Education to amend the 2009 Standards of Learning for Economics and Personal Finance to include evaluating the economic value of postsecondary studies, including the net cost of attendance, potential student loan debt, and potential earnings, in the Board's objectives for the Economics and Personal Finance course.

The resulting standards address concepts and principles that are important to economics at the macro level, but also direct attention to understanding and skills that students need to be knowledgeable consumers in many areas of daily life, such as further education, career preparation, major purchases, credit and debt, and savings and investments. The proposed standards provide directions for ensuring that students are exposed to the many aspects of informed decision making they will need for future success, and to serve as a foundation for continued study of economics and finance.

A working group comprised of stakeholders including representatives from financial and relevant professional organizations, educators, and administrators was convened in the summer of 2019 to review and revise the Standards of Learning for Economics and Personal Finance and to address the requirements identified in SB 1245. Revisions also provided inclusion of the purpose of the Free Application for Federal Student Aid (FAFSA) in determining eligibility; describing the types of grants, scholarships, and loans and potential scams associated with each type of aid; maintaining eligibility after awards received; identifying repayment requirements and options; and describing the benefits, eligibility requirements, and tax implications of state- sponsored tax-advantage-qualified tuition plans as investment options for postsecondary education (e.g., Virginia 529 Plan).

Representatives from the following organizations comprised the Economics and Personal Finance Standards of Learning review team: Chesterfield County Public Schools, Danville City Public Schools, Falls Church City Public Schools, Federal Reserve Bank of Richmond, Henrico County Public Schools, Junior Achievement of Central Virginia, King George County Public Schools, Newport News City Public Schools, Norfolk City Public Schools, Richmond County

Public Schools, Salem City Public Schools, Stafford County Public Schools, State Council of Higher Education for Virginia, Virginia529 Plan, Virginia Bankers Association, Virginia Beach City Public Schools, Virginia Council on Economic Education, Virginia Department of Education, Virginia JumpStart Coalition, and Virginia Tech Center for Economic Education.

This agenda item aligns with Board of Education Priority 1 (Provide high-quality, effective learning environments for all students); and Priority 3 (Ensure successful implementation of the Profile of a Virginia Graduate and the accountability system for school quality as embodied in the revisions to the Standards of Accreditation).

Having no questions for the presenters, the Board accepted the First Review of Item H.

Item I- First Review of Proposed Revisions to the Career and Technical Education Work-Based Learning Guide. Mr. George R. Wilcox, Director of CTE, Operations, and Accountability, and Sharon W. Acuff, Specialist, Marketing and Related Clusters, Virginia Department of Education, presented Item I to the Board for First Review. The 2019 General Assembly, through House Bill 2018 and Senate Bill 1434, directed the Virginia Board of Education to revise the exiting *Career and Technical Education (CTE) Work-Based Learning Guide*, published by the Virginia Department of Education, to expand opportunities available for students and allow greater local flexibility to meet the needs of both business and industry and local school divisions. A year-long review and revision process has been concluded, culminating in the proposed revisions to the *2019 CTE Work-Based Learning Guide*.

The 2019 revision expands recognized work-based learning (WBL) experiences from eight to eleven. Time requirements have been standardized to allow more students to undertake and complete such experiences within a reasonable time frame without sacrificing rigor. Further, completing 280 hours of cooperative education, internship, or apprenticeship would allow students to earn one credit, while completing 140 hours of mentorship would allow students to earn half a credit, toward graduation in addition to any credit earned through the associated CTE course.

Rules have been simplified to open WBL experiences to students from grades six to twelve, with the exception of paid experiences that must adhere to age requirements associated with youth labor laws, experiences where students are involved with machinery and must adhere to federal and state safety laws (e.g., OSHA), and highly regulated fields, such as those within health and medical sciences and trade and industrial.

Required documentation has been streamlined, eliminating repetitive or outdated forms, and reworking required forms to allow school divisions to adapt each one to the needs of their locality while still supplying all necessary information.

The WBL guide revisions reflect greater inclusiveness of various methods used by schools and employers to offer WBL to students. It also serves to bolster career exploration options for students and recognizes the importance of WBL that occurs in entrepreneurial and school-based settings. The revisions also allow for a more standard measurement of hours and a credit that is based on the WBL hours worked across various experiences. These guidelines are not only straightforward but easier to implement in order for a greater number of students throughout the commonwealth to have access to WBL opportunities.

The agenda item aligns with Board of Education Priority 1 (Provide high-quality, effective learning environments for all students) and Priority 3 (Ensure successful implementation of the Profile of a Virginia Graduate and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*) to ensure that all children in the Commonwealth have access to a high-quality education that prepares them for successful, healthy, and fulfilling lives.

Community and stakeholder engagement were vital components of the work related to this agenda item. Throughout the development of the revision, outreach to stakeholders was a sustained effort.

Board members and Dr. James Lane, Superintendent of Public Instruction thanked the presenters for their work on this item. The Board accepted the First Review of Item I.

Item J- **First Review of the Proposed Revisions to the *Health Education Standards of Learning***. Mrs. Vanessa C. Wigand, Coordinator for Health Education, Virginia Department of Education, presented Item J to the Board for First Review. The Standards of Learning describe the commonwealth's expectations for student learning and achievement in grades K-10 health education. Academic content Standards of Learning for health education were first developed in 1988, and they were revised in 1995, 2001, 2008, and 2015. The Board of Education approved the 2015 *Health Education Standards of Learning* on January 22, 2015. The current standards may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml.

In 2018, the Virginia General Assembly amended § [22.1-207](#) of the *Code of Virginia*, directing the Board of Education to review the *Health Education Standards of Learning* (2015) for students in grades nine and ten to include mental health.

In 2019, the Virginia General Assembly amended § [22.1-206](#) to include:

“C. Instruction concerning the health and safety risks of using nicotine vapor products, as that term is defined in § [18.2-371.2](#), shall be provided in the public schools.” Further, several bills were introduced to amend § [22.1-207](#) of the *Code of Virginia*, directing *“the Board of Education to review and update the health Standards of Learning for students in all grades nine and 10 to include mental health.”*

In lieu of legislation, however, a verbal request was made to review and update the Standards of Learning for health education to include mental health for all grades.

Using an established review process and criteria, the Board of Education received the anticipated timeline for the review of the *Health Education Standards of Learning* (2015) at the April 25, 2019 meeting. In accordance with the revised timeline, the Department of Education took the following steps to produce the proposed revisions to the health Standards of Learning for the Board's first review:

- posted Superintendent's Memo #109-19, May 3, 2019, which solicited input from teachers, administrators, curriculum supervisors, and the general public, and requested division superintendents to submit nominations for participants to serve on the Standards of Learning review teams;

- received and reviewed 67 online comments on the 2015 *Health Education Standards of Learning* from stakeholders including teachers, parents, students, administrators, and subject matter experts;
- divided the health education standards into topics (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health);
- met with subject matter expert stakeholder groups for mental, social, emotional and behavioral health, substance abuse prevention, public health, and nutrition, and received approximately 200 comments;
- identified SOL review team members nominated by school divisions and subject matter expert groups;
- met for three days (June 18-20, 2018), with the SOL review committee that consisted of health educators, division supervisors, high school administrator, public health, and behavioral health subject matter experts to review the public comments, consider recommendations from stakeholder groups, and consider documents such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) core social and emotional learning competencies, the National Health Education Standards, Centers for Disease Control and Prevention Whole School, Whole Community, Whole Child model, and New York State's *Mental Health Education Literacy in Schools: Linking to a Continuum of Well-being Comprehensive Guide* (2018);
- met on July 14, 2019 with a steering committee that consisted of program supervisors, higher education, and teachers to review the proposed revisions to the health education Standards of Learning using a holistic whole child approach and perspective to child development; and
- developed the proposed revised *Health Education Standards of* that reflect changes in state law and current research on effective practice.

Board member Holton thanked DoE staff for their worked and asked the public to provide feedback to further strengthen the work done by the department. The Board accepted First Review of Item J.

[Item K- First Review of 2019-2020 Accreditation Appeals for Bristol City and Fairfax County \(Item K: Attachments A-D\)](#). Dr. Jennifer Piver-Renna, Director of Research, Virginia Department Education, presented Item K to the Board for their review. The Standards of Accreditation (SOA) at *8VAC20-131-380.F.6* provide the opportunity for local school boards to appeal a performance level indicator for a school. The intent of the appeal provision in the SOA is to provide potential relief to schools that have experienced a significant event impacting performance on an indicator. Such circumstances should be unusual, and appeals based on this section of the SOA should be rare.

The Virginia Department of Education received four applications for appeals for 2019-2020 accreditation year, presented in the table below:

Division	School	Indicator	Application
Bristol City	Virginia Middle School	Achievement Gap - English (students with disabilities)	Attachment A
Fairfax County	Fort Belvoir Elementary	Achievement Gap - English (Black students and students with disabilities)	Attachment B
Fairfax County	Justice High School	Dropout Rate	Attachment C
Fairfax County	Mount Vernon High School	Dropout Rate	Attachment D

A committee comprised of Department staff representing areas of research, accountability, assessment, federal programs, special education, and policy reviewed each appeal application. The committee referred its findings to the Superintendent of Public Instruction for final recommendation to the Board of Education.

Action Requested:

Other. Specify below:

The Board is requested to waive first review and approve the Superintendent’s recommendations for each appeal.

Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends the following action for each appeal:

- Virginia Middle School, Bristol City: Deny appeal
- Fort Belvoir Elementary, Fairfax County: Deny appeal
- Justice High School, Fairfax County: Deny appeal
- Mount Vernon High School, Fairfax County: Deny appeal

Rationale for Action:

The table below provides a brief summary of the rationale for each of the Superintendent’s recommendations.

Division	School	Rationale
Bristol City	Virginia Middle School	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) Failure rate, as currently calculated, aligns with Board's intent

Division	School	Rationale
Fairfax County	Fort Belvoir Elementary	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) School grade structure is locally determined
Fairfax County	Justice High School	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) Application does not provide sufficient rationale for appeal
Fairfax County	Mount Vernon High School	(a) Application does not describe any single, significant event or circumstance impacting indicator (b) Application does not provide sufficient rationale for appeal

Following the presentation, the Board proceeded to take action on each appeal individually. Board member Pamela Davis-Vaught, who serves as an elementary school principal in Bristol Virginia Public Schools, recused herself in voting on the appeal request from Bristol Virginia Middle School. A motion was made to deny the appeal of Bristol Virginia Middle School. The motion carried denying the appeal of Bristol Virginia Middle School.

The Board proceeded to entertain a motion denying the appeal of Fort Belvoir Elementary School, Fairfax County Public Schools. A motion was made to deny the appeal. The Board accepted the motion and denied the appeal of Fort Belvoir Elementary School.

President Gecker asked if there was a motion to deny the appeal of Justice High School, Fairfax County Public Schools. A motion was made. Board member Wilson and Holton questioned DoE staff on the amount of ESL students at the school and if that was an unusual circumstance impacting the school. Following discussion, the Board voted to deny the appeal of Justice High School with Board member Holton voting against the motion.

After denying the appeal of Justice High School, the Board considered the appeal of Mount Vernon High School, Fairfax County Public Schools. A motion to deny the appeal was made. Board member Holton again raised concerns that she made in discussion of Justice High School. The Board voted to deny the appeal of Mount Vernon High School with Board member Holton voting against the motion.

Item L- First Review of the Advisory Board on Teacher Education and Licensure’s Recommendation to Establish Dual Language Endorsements in the *Licensure Regulations for School Personnel* in Response to House Bill 1156 (2018 General Assembly). Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education, presented Item L for First Review by the Board. 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. This initiative supports the Board of Education's Comprehensive Plan to recruit, develop, and retain well prepared and skilled teachers.

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 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.

On September 23, 2019, the 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. The Advisory Board unanimously approved the attached proposed regulations to recommend to the Board of Education.

Following discussion of the item, the Board accepted the First Review of Item L.

Item M- First Review of the Advisory Board on Teacher Education and Licensure's Recommendation for the *Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 (2019 General Assembly)*. Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education, presented Item M to the Board for First Review. 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*. This initiative supports the Board of Education's Comprehensive Plan to advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well prepared and skilled teachers.

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 on September 23, 2019. Pursuant to Section 22.1-305.2 of the *Code of Virginia*, ABTEL "shall advise the Board of Education and submit recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel..." ABTEL reviewed the workgroup's report and recommended a few revisions.

Attached is ABTEL's report recommending *Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 of the 2019 Virginia General Assembly*. The Advisory Board unanimously approved the recommendations to be submitted to the Virginia Board of Education. As required by statute, the Board of Education must approve *Guidelines for Alternate Routes to Licensure* by December 1, 2019.

The Board accepted First Review of Item M.

Item N- First Review of Proposed Revisions to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents (Item N: Attachment A) (Item N: Attachment B) (Item N: Attachment C). Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education, presented Item N to the Board for First Review. The *Code of Virginia* requires the Board of Education to establish performance standards and evaluation criteria for teachers, principals, and superintendents. The Board of Education is beginning a process to review and make revisions to the Guidelines for Uniform Performance Standards for Teachers, Principals, and Superintendents. Prior to a broader review, revised Guidelines are being presented to the Board of Education to address only the weighting of the performance standards for the evaluation of teachers, principals, and superintendents.

In 2012, in response to federal reporting requirements pursuant to the State Fiscal Stabilization Fund (SFSF) and to meet requirements of Virginia's Elementary and Secondary Education Act of 1965 Flexibility Plan, Virginia was required to ensure that student academic progress (standard 7) accounted for 40 percent of the summative evaluation for teachers. As such, the Board of Education's current Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers called for the first six standards to be weighted equally at 10 percent each and the seventh standard, student academic progress, to account for 40 percent of the summative evaluation. Since the federal reporting requirement has been eliminated, these percentages are not mandated. The weighting of student academic progress at 40 percent of the summative evaluation is no longer required. The *Code of Virginia* requires that student academic progress be a "significant" component of the evaluation. The attached Guidelines propose that evaluation of student academic progress is met if *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than one (10 percent); however, it may be weighted equally as one of the multiple lowest weighted standards.

The Board accepted First Review of Item N.

Item O- First Review of Report from the Advisory Board on Teacher Education and Licensure's Recommendations for Dual Enrollment in Response to Senate Bill 1575 (2019 General Assembly) (Item O: Attachment A). First Review of Item O was presented to the Board by Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, Virginia Department of Education. This initiative supports the Board of Education's Comprehensive Plan to recruit, develop, and retain well prepared and skilled teachers. The Advisory Board on Teacher Education and Licensure (ABTEL) is recommending qualifications for dual enrollment instructors employed by an institution of higher education to teach in the public schools.

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 list of the workgroup membership is provided in the appendix of the attached report.

On September 23, 2019, the Advisory Board on Teacher Education and Licensure met and unanimously approved the recommendations of the workgroup and voted to submit the report to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health.

Recommendations

The Advisory Board on Teacher Education and Licensure recommends the following:

- 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. 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*;
 4. 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
 5. Receive a recommendation for the license from an employing Virginia school division superintendent.

Following discussion of Item O, the Board accepted First Review.

Item P- **First Review of the Board of Education’s 2019 Annual Report on the Condition and Needs of Public Schools in Virginia** (**Item P: Attachment A**). Ms. Emily Webb, Director of Board Relations, Virginia Department of Education, presented Item P to the Board for First Review. The *2019 Annual Report on the Condition and Needs of Public Schools in Virginia* provides an overview of the Board’s work, presents the achievement of students and schools, and the priorities and goals of the Board of Education as outlined in the *Comprehensive Plan: 2018-2023*. Additionally, the Annual Report outlines the condition of public education including:

- Student demographics and enrollment trends;
- Accreditation status;
- Performance on school quality indicators;
- Graduation and dropout rates;
- Suspension rates among demographic groups; and
- Education funding as compared to other states.

The Annual Report is required by Article VIII, Section 5 of the *Constitution of Virginia* and §22.1-18 of the *Code of Virginia*.

With the completion of Action/Discussion Items portion of the meeting, the Board proceeded to accept the following written reports:

Item Q- **Written Report from the Advisory Board on Teacher Education and Licensure’s Recommendation for the Use of Microcredentials for Licensure in Response to Senate Bill 1419 and House Bill 2217 (2019 General Assembly)** (**Item Q: Attachment A**). 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.

The Advisory Board on Teacher Education and Licensure met on September 23, 2019, to review the workgroup’s recommendations. The Advisory Board unanimously approved the

workgroup's recommendations, with some minor technical edits. The following recommendations are submitted to the Board of Education for its consideration:

1. Clarify Virginia license renewal language about the use of microcredentials for professional development points.
2. 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.
3. Allow microcredentials, regardless of delivery modality to be considered for use by educators.
4. Allow the opportunity to pilot the development, use, and evaluation of microcredentials for Virginia educators in accordance with Board of Education guidelines.

[Item R](#)- **Written Report: Accreditation and Accountability Reform in Virginia: Summary of 2019-2020 Accreditation Results** ([Item R: Attachment A](#)). This report provides a brief overview of the state accountability system based on the 2017 revisions to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8VAC20-131-410)* and summarizes the 2019-2020 school accreditation ratings.

Having accepted the written reports found in Items Q and R, President Gecker asked if any Board members had current event topics to bring for discussion. At the conclusion of current events topics, President Gecker adjourned the October 17, 2019 meeting of the Virginia State Board of Education.

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.