

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

MINUTES

Meeting Date and Location: April 15, 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
Dr. Travis Burns
Dr. Andrew Daire
Ms. Selena P. Dickey
Ms. Wendy L. Downey
Mr. Adam Evans
Mr. Daniel Lewis
Dr. James A. Meyer
Dr. Willie C. Sherman
Dr. Tricia Stohr-Hunt
Mrs. Nancy B. Welch
Mr. Stephen Whitten
Ms. Charletta M. Williams
Dr. Sherry A. Wilson
Dr. Phillip Wishon

ABTEL Members Absent: Ms. Kathy M. Burcher
Dr. Garry Wayne Carter, Jr.
Dr. Holly C. Gould
Ms. Tracey Mercier
Delegate Robert D. Orrock, Sr.
Senator Mark J. Peake
Delegate L. Nick Rush
Ms. Kate Sydney

Board of Education Liaison: Mrs. Elizabeth Lodal [**Absent**]

Ex Officio Members: Dr. Monica Osei
State Council of Higher Education for Virginia

Ms. M. Heather Fitzgerald [Absent]
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. Sharon Bowers, Center for Integrative STEM Education
Dr. Al Byers, Virginia Commonwealth University
Ms. Tami Byron, Newport News Public Schools
Ms. Johnna Cossaboon, Advantus Strategies
Dr. Shandra Claiborne, Virginia State University
Ms. Shelby Elliott, Henrico Public Schools
Ms. Lisa Hedrick, Educational Testing Services
Ms. Ida Ostrowski, Lighthouse Education Solutions
Dr. Antoinette Rogers, Virginia Education Association
Ms. Jen Sayegh, McGuire Woods
Dr. Trina Spencer, Virginia State University
Dr. Lisa Stoneman, Roanoke College
Dr. Willis W. Walter, Virginia State University

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**

Dr. James Meyer made a motion to approve the agenda. Dr. Nancy Bradley seconded the motion. The motion was approved unanimously.

- **Approval of Minutes**

Dr. Willie Sherman made a motion to approve the March 18, 2019, Advisory Board minutes. Mrs. Nancy Welch seconded the motion. The motion was approved unanimously.

PUBLIC COMMENT

- Dr. Sharon Bowers, Senior STEM Education Specialist, Associate Director for the Center for Integrative STEM Education at the National Institute of Aerospace, in Hampton, Virginia, provided an update on the efforts to build awareness and support for STEM Education Leadership credentialing for Virginia educators. Dr. Bowers also is the program coordinator for the STEM Instructional Leadership Program at McDaniel College in Maryland and reported on the McDaniel program model for credentialing, which is approved by the Maryland State Department of Education and leads to an endorsement in STEM Instructional Leadership.
- Ms. Tami Byron, STEM Supervisor for Newport News Public Schools, reported on her professional learning through her experiences while enrolled in the STEM Instructional Leadership program at McDaniel College where she earned her post-baccalaureate certificate in STEM Instructional Leadership.

ADVISORY BOARD MEMBERSHIP

- Mrs. Patty Pitts recognized Advisory Board Member, Adam Evans for his exemplary service as the middle school classroom representative on ABTEL. Mr. Evans has taken an administrative position and will no longer serve as a teacher representative. Dr. Andrew Daire, Vice-chair of ABTEL, presented a certificate to Adam and thanked him for his service. ABTEL members expressed appreciation to Adam for his service and best wishes for success in his new position.

PRESENTATION

Critical Shortage Teaching Area Designations

Mrs. Patty Pitts presented to ABTEL information on the the critical teacher shortage areas in Virginia, including the methodology to calculate such shortages.

The *Appropriation Act* requires the Department of Education to report annually to the General Assembly on the critical teaching shortage areas in Virginia. In response to this requirement, data were obtained from the Supply and Demand Survey for School Personnel and the Instructional Personnel Data Collection sent by the Department of Education to each of Virginia's school division superintendents in October 2016, to determine qualifications for teachers and administrators. Information requested on the survey was based on school data reports as of October 1, 2016. These data were used to determine 2018-2019 critical shortage teaching endorsement areas in Virginia.

***Commonwealth of Virginia Critical Shortage Teaching Endorsement Areas
for 2018-2019 School Year***

**Prescribed Methodology for Determining
Critical Shortage Teaching Endorsement Areas in Virginia**

In Virginia, “critical shortage” may be defined in two ways: (1) shortages by subject matter as designated from the top ten academic disciplines identified in an annual survey of school divisions; or, (2) a school personnel vacancy for which a school division receives three or fewer qualified candidates for a position. Determination of critical shortages in specific teaching endorsement areas and their rankings are dependent on the method of calculation used. As such, specific shortage areas identified will differ among school divisions (i.e., geographic regions) and statewide analysis of subject matter designations.

The 2018-2019 top ten critical shortage teaching endorsement areas identified statewide were determined based on method number one as noted above. The top ten critical shortage teaching endorsement areas will be reported to the Virginia Retirement System and will be used to determine candidate eligibility for the Virginia Teaching Scholarship Loan Program. Endorsement areas were ranked according to the most severe academic teaching shortage areas.

The ranking is based on an aggregation of the following: a) total number of teaching positions that are unfilled; b) teaching positions that are filled by provisionally licensed teachers; and c) teaching positions that are filled by teachers who are licensed, but who are teaching in academic subject areas other than their area of preparation. Data analyses include calculated rankings in the three areas noted as of October 1, 2016, as reported in the 2016-2017 Supply and Demand Survey for School Personnel and the Instructional Personnel Data Collection. All 132 school divisions responded to the survey. A total of 97,382 full-time equivalent (FTE) teachers as of October 1, 2016, were reported for SY2016-2017 in the Instructional Personnel and Licensure annual data collection for school divisions. Rankings were totaled and the resulting sum ranked to determine critical teaching area shortages.

2018-2019 Ten Critical Shortage Teaching Endorsement Areas in Virginia

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

In addition, the Department of Education is to report critical shortage areas to the U.S. Department of Education. The proposals for designation by the U.S. Department of Education are due by April 26, 2018. The U.S. Department of Education explains the importance of these data, as follows: “The reporting of the teacher shortage areas continues to be extremely important in

alerting the nation where States and school districts are looking to potentially hire academic administrators, licensed teachers, and other educators and school faculty in specific disciplines/subject areas, grade levels, and/or geographic areas. The reporting also indicates where recent graduates of Schools of Education and experienced teaching professionals aiming to serve school districts with shortages can find prospective positions and fill the current voids in each State's and territory's Pre-Kindergarten through Grade 12 classrooms, in areas that match their certification credentials. Further, the report informs Federal financial aid recipients on opportunities to reduce, defer, or discharge student loan repayments and meet specified (e.g., teaching) obligations.”

Dr. James Meyer made a motion to support the revisions to the methodology for calculating the critical shortage areas in Virginia. Dr. Andrew Daire seconded the motion. The motion was approved unanimously.

AGENDA ITEMS

Agenda Item 1: Recommendations for the Annual Education Preparation Program Profile Required by the Regulations Governing the Review and Approval of Education Programs in Virginia

The Advisory Board on Teacher Education and Licensure received information and held discussion on the annual Education Preparation Program Profiles, required by the Regulations *Governing the Review and Approval of Education Programs in Virginia*. The annual Education Preparation Program Profile must be published and posted on the Department of Education's website. The requirements set for in the regulations are as follows:

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

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

1. Institution's accreditation status;
2. Education endorsement program status;
3. Number of candidates admitted in education endorsement programs;
4. Comparison of candidates, admitted to education endorsement programs to overall college or university population;
5. Number of program completers for each endorsement program;
6. Number of program noncompleters for each endorsement program;
7. Biennial accountability data results;

8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;
9. Satisfaction ratings by employers of program graduates;
10. Satisfaction ratings of program graduates within two years of employment;
11. Recognition of other program achievements; and
12. Other data as required by the Board of Education.

During the April 15, 2019, meeting, ABTEL members approved motions to make additional revisions to its recommendations regarding the “Annual Education Preparation Program Profile.” The revisions are in addition to recommendations made at the March 2019 meeting. Below are the motions and revisions:

Annual Education Preparation Profile

Item 1

1. Institution's accreditation status;

Item 2

2. Education endorsement program status;

Item 3

In Item 3, Dr. Tricia Stohr-Hunt made a motion to change the definition of “enrolled” as follows:

***Enrolled:** All candidates who ~~were admitted in previous academic years continuing in the are continuing (enrolled) in an~~ educator preparation program for the academic year (September 1 through August 30).*

The motion was seconded by Dr. Nancy Bradley that passed unanimously.

3. Number of candidates admitted in education endorsement programs;

Add: Number of candidates enrolled in education endorsement programs;

Definitions:

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

***Enrolled:** All candidates who ~~were admitted in previous academic years continuing in the are continuing (enrolled) in an~~ educator preparation program for the academic year (September 1 through August 30).*

Dr. Tricia Stohr-Hunt made a motion to reference “educator preparation program” throughout the text for accuracy and consistency. Dr. Andrew Daire seconded the motion that passed unanimously.

Item 4

Ms. Nancy Welch made a motion to add the definition of “admitted” to the first five bullets in Item 4. Dr. James Meyer seconded the motion that passed unanimously.

Dr. Tricia Stohr-Hunt made a motion to include comparative statement for each of the additional bullets in Item 4 to compare the educator preparation program to the “overall institution at large.” Dr. Andrew Daire seconded the motion that passed unanimously.

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

Add:

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

Items 5, 6, 7

5. Number of program completers for each endorsement program;

6. Number of program noncompleters for each endorsement program;

7. Biennial accountability data results;

Items 8, 9, 10

Dr. Nancy Bradley made a motion that the term, “ratings,” be defined in Items 8, 9, and 10 as follows: “Indicators of quality as collected by each educator preparation program.”

Dr. Stohr-Hunt made a friendly amendment to add: (Examples include surveys, focus groups, sampling, interviews, and observations, etc.). Dr. Phillip Wishon seconded the motion that passed unanimously.

Dr. Tricia Stohr-Hunt made a motion that the response be a narrative format with 1,000 words or less. Dr. Nancy Bradley seconded the motion that passed unanimously.

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

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

Definition

Ratings. Indicators of quality as collected by each educator preparation program. (Examples include surveys, focus groups, sampling, interviews, and observations, etc.)

9. Satisfaction ratings by employers of program graduates;

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

Definition

Ratings. Indicators of quality as collected by each educator preparation program. (Examples include surveys, focus groups, sampling, interviews, and observations, etc.)

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

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

Definition

Ratings. Indicators of quality as collected by each educator preparation program. (Examples include surveys, focus groups, sampling, interviews, and observations, etc.)

Items 11 and 12

Dr. Tricia Stohr-Hunt made a motion that responses to Item 11 will be narrative with 1,000 words or less. Dr. Andrew Daire seconded the motion that was passed unanimously.

11. Recognition of other program achievements; and

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

If so, please list and briefly describe the programs.

Dr. Tricia Stohr-Hunt made a motion to add the following text to the third bullet in Item 12: Response format: Narrative (1,000 words or less). Dr. Andrew Daire seconded the motion that passed unanimously.

Dr. Andrew Daire made a motion to add “educator preparation program” to the first two bulleted items under Item 12. Ms. Charletta Williams seconded the motion that passed unanimously.

Dr. Phillip Wishon made a motion to add the following collection in Item 12: “Describe efforts to market, recruit, and retain individuals in the educator preparation program.” Dr. Wishon accepted a friendly amendment from Dr. Tricia Stohr-Hunt that that response be a narrative format with 1,000 words or less. The motion was seconded by Dr. Willie Sherman, and the motion passed unanimously.

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

- The percentage of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities and the dollar value of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities **in the educator preparation program.**
- The number of underrepresented minority full-time education faculty members **in the educator preparation program.**
- Does the educator preparation program offer any specific underrepresented minority pipeline programs working with prek-12 partners? If so, please list the programs.
Response format: Narrative (1,000 words or less)
- **Describe efforts to market, recruit, and retain individuals in the educator preparation program.**
Response format: Narrative (1,000 words or less)

Dr. Tricia Stohr-Hunt made a motion to recommend that the Board of Education require the first collection on May 1, 2020, for the previous academic year (*September 1 through August 30*). Dr. Nancy Bradley seconded the motion that passed unanimously.

Dr. Tricia Stohr-Hunt made a motion to submit the *Education Preparation Program Profile* to the Board of Education, allowing the Department of Education staff to make technical edits and ensure parallel structure. Dr. Andrew Daire seconded the motion that passed unanimously.

RECOMMENDATIONS FROM ABTEL

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

1. Institution's accreditation status;
2. Education endorsement program status;
3. Number of candidates admitted in education endorsement programs;

Number of candidates enrolled in education endorsement programs;

Definitions:

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

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

4. Comparison of candidates **admitted** to education endorsement programs to overall college or university population;
 - The number of non-underrepresented minority candidates compared to underrepresented minority candidates admitted to education endorsement programs in the educator preparation program compared to the overall institution at large.
 - The number of candidates admitted to education endorsement programs in the educator preparation program by gender non-binary and ethnicity compared to the overall institution at large.
 - The number candidates by in-state, out-of-state, or international status admitted to education endorsement programs in the educator preparation program compared to the overall institution at large.
 - The number of part-time and full-time candidates admitted to the educator preparation program compared to the overall institution at large;
 - Candidates' status of financial aid need, based on eligibility for the PELL grant admitted to education endorsement programs in the educator preparation program compared to the overall institution at large; and
 - The median Grade Point Average (GPA) of candidates upon graduation in the educator preparation program compared to the overall institution at large.
5. Number of program completers for each endorsement program;
6. Number of program noncompleters for each endorsement program;
7. Biennial accountability data results;
8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;
Response format: Narrative (1,000 words or less)

Definition
Ratings. Indicators of quality as collected by each educator preparation program. (Examples include surveys, focus groups, sampling, interviews, and observations, etc.)
9. Satisfaction ratings by employers of program graduates;
Response format: Narrative (1,000 words or less)

Definition
Ratings. Indicators of quality as collected by each educator preparation program. (Examples include surveys, focus groups, sampling, interviews, and observations, etc.)
10. Satisfaction ratings of program graduates within two years of employment;
Response format: Narrative (1,000 words or less)

Definition

*Ratings. Indicators of quality as collected by each educator preparation program.
(Examples include surveys, focus groups, sampling, interviews, and observations, etc.)*

11. Recognition of other program achievements; and
Response format: Narrative (1,000 words or less)
If so, please list and briefly describe the programs.
12. Other data as required by the Board of Education.
 - The percentage of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities and the dollar value of scholarships awarded to non-underrepresented minorities compared to underrepresented minorities in the educator preparation program.
 - The number of underrepresented minority full-time education faculty members in the educator preparation program.
 - Does the educator preparation program offer any specific underrepresented minority pipeline programs working with prek-12 partners? If so, please list the programs.
Response format: Narrative (1,000 words or less)
 - Describe efforts to market, recruit, and retain individuals in the educator preparation program.
Response format: Narrative (1,000 words or less)

Dr. Tricia Stohr-Hunt made a motion to recommend that the Board of Education require the first collection on May 1, 2020, for the previous academic year (September 1 through August 30). Dr. Nancy Bradley seconded the motion that passed unanimously.

Dr. Tricia Stohr-Hunt made a motion to submit the *Education Preparation Program Profile* to the Board of Education, allowing the Department of Education staff to make technical edits and ensure parallel structure. Dr. Andrew Daire seconded the motion that passed unanimously.

Agenda Item 2: Recommendations for the Approval of Undergraduate Teacher Education Programs

House Bill 1125 and Senate Bill 349 and SB76 of the 2018 General Assembly amended Section 22.1-298 of the *Code of Virginia* as follows:

22.1-298.2. Regulations governing education preparation programs.

A. As used in this section:

“Assessment of basic skills” means an assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation programs, as prescribed by the Board of Education in its regulations.

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

In response to the legislation, colleges and universities were provided the following 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).

B.S. Education Timelines

Pathway 1: Fall 2019 Program Availability

- University Approval - as soon as possible
- Submit to State Council of Higher Education for Virginia (SCHEV) by April 1 for staff review
- Submit to Department of Education by February 15, 2019 for staff review
- ABTEL Approval - April 15, contingent on SCHEV approval
- SCHEV Council Approval- May 2019
- BOE Approval - June 2019 (if first review waived)

Pathway 2: Fall 2020 Program Availability

- University Approval - Between now and Fall 2019
- Submit to State Council of Higher Education for Virginia (SCHEV) by December 2019 for staff review
- Submit to Department of Education no later than October 2019 for staff review
- ABTEL Approval - March 2020
- SHCEV Council Approval - March 2020
- BOE Approval - April 2020 (if first review waived)

Requests from Virginia institutions of higher education to add education endorsement programs must be approved by the Board of Education and SCHEV for public institutions.

Colleges and universities were required to submit the following information:

- A request for new education program endorsement area including rationale for the additional endorsement
- Local division or service demand data, letter(s) of institutional support and local school division support
- Requirements of the program and program competencies
- Program evaluation
- Partnership agreements.

In addition, colleges and universities were required to submit program matrices and syllabi through SharePoint, an online matrix submission method. 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 course descriptions and syllabi. Feedback was provided to the colleges and universities and revisions were made where needed.

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. The colleges and universities 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 area(s). Each college and university will submit a biennial report for the education programs.

The following 15 colleges and universities submitted to the VDOE a total of 54 undergraduate teacher education programs by the February 15, 2019, deadline.

Private Colleges and Universities

College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
Ferrum College	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Elementary Education	Face to Face
Liberty University	Elementary Education PreK-6 with the option of Special education – general curriculum elementary education K-6 add-on endorsement	Bachelor of Education in Elementary Education	Elementary Education	Face to Face and Online
	Special Education General Curriculum K-12	Bachelor of Education in Special Education	Special Education	Face to Face and Online
	Elementary Education PreK-6 with the option of Middle Education 6-8	Bachelor of Education in Elementary and Middle Education	Elementary and Middle Education	Face to Face and Online
Marymount University	Elementary Education PreK-6	Bachelor of Arts in Education	Teacher Education	Face to Face
	Special Education General Curriculum K-12	Bachelor of Arts in Education	Teacher Education	Face to Face

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College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
Randolph College	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
Roanoke College	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Elementary Education	Face to Face
Shenandoah University	Elementary Education PreK-6 (with the option of Special education – general curriculum elementary education K-6 add-on endorsement)	Bachelor of Education In Elementary Education	Elementary Education	Hybrid
	Middle Education 6-8 (with the option of Special education – general curriculum middle education 6-8 add-on endorsement)	Bachelor of Education in Middle Education	Middle Education	Hybrid
	Biology (with the option of Special education – general curriculum secondary education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, Biology	Hybrid
	Chemistry (with the option of Special education – general curriculum secondary education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, Chemistry	Hybrid
	English (with the option of Special education – general curriculum secondary education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, English	Hybrid
	History and Social Science (with the option of Special education – general curriculum secondary education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, History and Social Studies	Hybrid
	Math (with the option of Special education – general curriculum secondary education)	Bachelor of Education in Secondary Education	Secondary Education, Math	Hybrid

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College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
	6-12 add-on endorsement)			
Sweet Briar College	Elementary Education PreK-6	Bachelor of Arts in Elementary Education	Elementary Education and Teaching	Face to Face
University of Lynchburg	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Elementary Education	Face to Face
	Special Education General Curriculum K-12	Bachelor of Science in Special Education	Special Education	Face to Face

Public Colleges and Universities

College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
George Mason University	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
	Special Education General Curriculum K-12	Bachelor of Science in Education	Special Education, Concentration in Teaching Students with Disabilities who Access the General Curriculum	Hybrid
	Special Education Adapted Curriculum K-12	Bachelor of Science in Education	Special Education, Concentration in Teaching Students with Disabilities who Access the Adapted Curriculum	Hybrid
	Special Education-Blindness/Visual Impairments PreK-12	Bachelor of Science in Education	Special Education, Teaching Students with Blindness/Visual Impairments	Hybrid
	Special Education Early Childhood (Birth through age	Bachelor of Science in Education	Early Childhood Education for Diverse Learner,	Hybrid

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College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
	five)		with a Concentration in Early Childhood Special Education	
	Early/Primary Education PreK-3	Bachelor of Science in Education	Early Childhood Education for Diverse Learners, with a Concentration in Early/Primary PreK-3	Hybrid
James Madison University	Elementary Education PreK-6	Bachelor of Science	Elementary Education	Face to Face
	Early/Primary Education PreK-3	Bachelor of Science	Inclusive Early Childhood Education with Concentration in Early/Primary Education	Face to Face
	Middle Education 6-8	Bachelor of Science	Secondary Education with Concentration in Middle Education, option of History and Social Science, Science, Mathematics, or English	Face to Face
	English	Bachelor of Science	Secondary Education, English Concentration	Face to Face
	Math	Bachelor of Science	Secondary Education, Math Concentration	Face to Face
	Biology	Bachelor of Science	Secondary Education, Biology Concentration	Face to Face
	Chemistry	Bachelor of Science	Secondary Education, Chemistry Concentration	Face to Face
	Earth Science	Bachelor of Science	Secondary Education, Earth Science Concentration	Face to Face
	Physics	Bachelor of Science	Secondary Education,	Face to Face

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College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
			Physics Concentration	
	Special Education - General Curriculum K-12	Bachelor of Science	Special Education with a Concentration in General Curriculum K-12	Face to Face
	Special Education Adapted Curriculum K-12	Bachelor of Science	Special Education with a Concentration in Adapted Curriculum K-12	Face to Face
	Special Education Early Childhood (Birth through age five)	Bachelor of Science	Inclusive Early Childhood Education with a Concentration in Early Childhood Special Education	Face to Face
	English as a Second Language PreK-12	Bachelor of Science	Teaching English to Speakers of Other Languages	Face to Face
Old Dominion University	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Education, Concentration Elementary Education	Hybrid
	Early/Primary Education PreK-3	Bachelor of Science in Early/Primary Education	Education, Concentration Early/Primary Education PK-3	Face to Face
	Special Education General Curriculum K-12	Bachelor of Science in Special Education-General Curriculum	Education, Concentration Special Education General Curriculum K-12	Face to Face
	Career and Technical Education-Marketing Education	Bachelor of Science in Career and Technical Education	Education, Concentration in Marketing Education	Hybrid
	Career and Technical Education-Technology Education	Bachelor of Science in Career and Technical Education	Education, Concentration in Technology Education	Hybrid
The College of William and Mary	Elementary Education PreK-6 (with the option of Special education – general	Bachelor of Arts in Education	Elementary Education and Teaching	Face to Face

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College/University	Education Endorsement Program	Bachelor Degree	Major	Delivery Model
	curriculum elementary education K-6 add-on endorsement)			
University of Virginia	Elementary PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
	Early/Primary Education PreK-3	Bachelor of Science in Education	Early Childhood Education	Face to Face
	Special Education General Curriculum K-12	Bachelor of Science in Education	Special Education General Curriculum K-12	Face to Face
Virginia Commonwealth University	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education and Teaching	Hybrid
	Early/Primary Education PreK-3	Bachelor of Science in Education	Early Childhood Education and Teaching	Hybrid
	Engineering	Bachelor of Science in Education	Secondary Education and Teaching with Concentration in Engineering Education	Hybrid
	Healthy and Physical Education PreK-12	Bachelor of Science in Education	Health and Physical Education	Hybrid
	Special Education General Curriculum k-12	Bachelor of Science in Education	Special Education and Teaching with a Concentration in General Curriculum K-12	Hybrid
Virginia State University	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
	Middle Education 6-8	Bachelor of Science in Education	Middle Education	Face to Face
	Special Education General Curriculum K-12	Bachelor of Education	Special Education	Face to Face

Ms. Tara McDaniel presented the undergraduate education programs by individual institution, endorsement area, degree, and major. ABTEL reviewed the information and made the following motions:

Dr. Andrew Daire made a motion to approve all undergraduate programs at private institutions except Ferrum College. Dr. Phil Wishon seconded the motion. The motion passed unanimously.

Dr. Andrew Daire made a motion to approve the undergraduate program at Ferrum College. Dr. Phil Wishon seconded the motion. Dr. Nancy Bradley abstained. The motion was passed unanimously.

Dr. Andrew Daire made a motion to approve all undergraduate programs at public institutions, contingent on SCHEV approval, except James Madison University and Virginia Commonwealth University. Dr. Phil Wishon seconded the motion. The motion was passed unanimously.

Dr. Andrew Daire made a motion to approve the undergraduate programs at James Madison University, contingent on SCHEV approval. Dr. Nancy Bradley seconded the motion. Dr. Phil Wishon abstained. The motion was passed unanimously.

Dr. Tricia Stohr-Hunt made a motion to approve the undergraduate programs at Virginia Commonwealth University, contingent on SCHEV approval. Dr. James Meyer seconded the motion. Dr. Andrew Daire abstained. The motion passed unanimously.

Agenda Item 3: Recommendations for New Program in Algebra I (add-on endorsement) at Washington and Lee University (Rockbridge Teacher Education Consortium)

Washington and Lee University (Rockbridge Teacher Education Consortium) requested to add a new education endorsement program, Algebra I (add-on endorsement), to be offered through the Rockbridge Teacher Education Consortium (Washington and Lee University and Southern University). The original request for this endorsement was submitted in May 2018; however, the Consortium requested a delay.

Requests from Virginia institutions of higher education to add education endorsement programs must be approved by the Board of Education.

Program specialists in the Department of Education reviewed the request for the Algebra I (add-on) endorsement program. 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 application submitted by the institution 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. Washington and Lee University (Rockbridge Teacher Education Consortium) 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 area. Washington and Lee will submit a biennial report for the education programs.

Dr. Phil Wishon made the motion to approve the new education endorsement program request at Washington and Lee University (Rockbridge Teacher Education Consortium). Ms. Selena Dickey seconded the motion. The motion was passed unanimously.

Agenda Item 4: Approval of 2019-2020 ABTEL Meeting Dates

Section 22.1-305.2 of the *Code of Virginia* requires that the Advisory Board on Teacher Education and Licensure meet five times per year or upon the request of its chairman or the Board of Education. The following dates are proposed for the 2019-2020 ABTEL meetings:

September 23, 2019
November 18, 2019
January 27, 2020
March 16, 2020
April 20, 2020

Dr. Willie Sherman recommended that the January date be changed to January 13, 2020. The Advisory Board on Teacher Education Licensure approved the meetings dates for the 2019-2020 year, with the amended January date.

Dr. James Meyer made the motion to approve the following 2019-2020 ABTEL meetings dates with the amended January date. Ms. Jennifer Andrews seconded the motion. The motion was passed unanimously.

September 23, 2019
November 18, 2019
January 13, 2020
March 16, 2020
April 20, 2020

LIAISON REPORTS

Virginia Community College System (VCCS)

No report was presented by the Virginia Community College System.

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) Patty S. Pitts

Mrs. Patty Pitts reported on the initiatives year in response to General Assembly legislation:

Dual Language Endorsement

House Bill 1156 of the 2018 Virginia General Assembly amended the *Code of Virginia* by adding a section numbered **22.1-298.5**, relating to teacher licensure; endorsement in dual language instruction pre-kindergarten through grade six.

Be it enacted by the General Assembly of Virginia:

1. That the *Code of Virginia* is amended by adding a section numbered **22.1-298.5** as follows:

§ 22.1-298.5. Regulations governing licensure; endorsement in dual language instruction pre-kindergarten through grade six.

- A. As used in this section, "dual language instruction" means instruction that is delivered in English and in a second language.*
- B. In its regulations governing licensure established pursuant to § 22.1-298.1, the Board shall provide for licensure of teachers with an endorsement in dual language instruction pre-kindergarten through grade six. In establishing the requirements for such endorsement, the Board shall require, at minimum, coursework in dual language education; bilingual literacy development; methods of second language acquisition; theories of second language acquisition; instructional strategies for classroom management for the elementary classroom; and content-based curriculum, instruction, and assessment.*
- C. Each teacher with an endorsement in dual language instruction pre-kindergarten through grade six is exempt from the Virginia Communication and Literacy Assessment requirement but is subject to the subject matter-specific professional teacher's assessment requirements.*
- D. No teacher with an endorsement in dual language instruction pre-kindergarten through grade six is required to obtain an additional endorsement in early/primary education pre-kindergarten through grade three or elementary education pre-kindergarten through grade six in order to teach in pre-kindergarten through grade six.*

Microcredential Program

Senate Bill 1419 and House Bill 2217 of the 2019 Virginia General Assembly

*An Act to amend the Code of Virginia by adding a section numbered **22.1-299.7**, relating to the Department of Education; establishment of a microcredential program.*

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered **22.1-299.7** as follows:

§ **22.1-299.7**. *Microcredential program; certain STEM subjects.*

- A. *The Department of Education may establish a microcredential program for the purpose of permitting any public elementary or secondary school teacher who holds a renewable or provisional license or any individual who participates in any alternate route to licensure program to complete additional coursework and earn microcredentials in science, technology, engineering, and mathematics (STEM) endorsement areas, including computer science, for which there is a high need for additional qualified teachers.*
- B. *The Department of Education shall direct the Advisory Board on Teacher Education and Licensure to convene a workgroup including pertinent education stakeholders to determine how any microcredential awarded pursuant to any microcredential program established pursuant to subsection A will be used to award add-on endorsements and certifications for teachers in STEM endorsement areas, including computer science, for which there is a high need for additional qualified teachers.*
- 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.*
- D. *Any teacher who holds a renewable license and who participates, through any microcredential program offered pursuant to subsection A, in courses that do not contribute to an endorsement is eligible for professional development points toward renewal of his license for the number of in-person hours of coursework completed, upon providing a certificate of such participation from the course provider.*

Guidelines for Alternate Routes to Licensure

House Bill 2486 of the 2019 Virginia General Assembly requests the following:

The Board of Education, in its regulations providing for licensure by reciprocity, is to grant special consideration to individuals who have successfully completed a program offered by a provider that is accredited by the Council for the Accreditation of Educator Preparation.

The Board of Education is 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.

Guidelines are to be developed no later than December 1, 2019.

Dual Enrollment Stakeholder Group

Senate Bill 1575 of the 2019 Virginia General Assembly amended and reenacted

Section 22.1-305.2 of the Code of Virginia

The Advisory Board on Teacher Education and Licensure (the Advisory Board) shall make recommendations relating to licensure qualifications for individuals employed by an institution of higher education (i) to teach career and technical education courses in a high school setting and (ii) to teach dual enrollment courses in a high school setting. In making its recommendations, the Advisory Board shall consider the plan, process, and criteria developed by the State Board for Community Colleges pursuant to subdivision 7 of § 23.1-2904 of the Code of Virginia and criteria used by nationally recognized regional higher education accreditation bodies. The Advisory Board shall report its recommendations to the Board of Education and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health no later than December 1, 2019.

Additionally, a workgroup on Economics and Personal Finance will develop recommendations to establish an Economics and Personal Finance (add-on) endorsement.

Patty Pitts asked ABTEL members to volunteer to participate on these workgroups. Senate Bill 1575 requires ABTEL to make recommendations related to licensure qualifications for dual enrollment. ABTEL members agreed by consensus for the Department of Education staff to convene a workgroup of stakeholders to make recommendations to them.

ANNOUNCEMENTS AND DISCUSSION

Mrs. Patty Pitts reported that there will be two vacancies for ABTEL for the 2019-2020 year: private school teacher and middle school teacher.

Dr. Tricia Stohr-Hunt thanked Mrs. Patty Pitts for her service and leadership during the 2018-2019 year.

ADJOURNMENT

Dr. Willie Sherman made a motion to adjourn the Advisory Board on Teacher Education and Licensure meeting. Ms. Charletta Williams seconded the motion. The motion was unanimously approved.