

Virginia Board of Education Agenda Item



Agenda Item: B

Date: May 28, 2015

Title	First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Grant Approval to Add New Education (Endorsement) Programs at George Mason University		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

Date: June 25, 2015

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.

Colleges and universities that offer programs for the preparation of professional school personnel must obtain education program (endorsement) approval from the Board of Education. Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of

Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

8VAC20-542-20. Administering the regulations.

- D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....
- H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....

8VAC20-542-40. Standards for biennial approval of education programs.

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program....
3. Structured and integrated field experiences to include student teaching requirements....
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences....
5. Evidence of contributions to PreK-12 student achievement by candidates completing the program....
6. Evidence of employer job satisfaction with candidates completing the program....
7. Partnerships and collaborations based on PreK-12 school needs....

Summary of Important Issues:

George Mason University submitted a request to add new endorsement programs in the areas noted on the following chart:

Institution	Endorsement Program Requested	Level of Program
George Mason University	Music Education-Vocal/Choral PreK-12	Graduate
	Music Education- Instrumental PreK-12	Graduate

Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been 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 each institution evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.

Section 8VAC20-542-40 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. 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* (8VAC20-542-40.7.a) form for the requested program endorsement areas is attached in the Appendix. George Mason University will submit a biennial report for the education programs for the period of September 1, 2015 to August 31, 2017.

Advisory Board on Teacher Education and Licensure’s Recommendation

On April 27, 2015, the Advisory Board on Teacher Education and Licensure unanimously approved a recommendation to grant approval to add new education (endorsement) graduate programs in Music Education-Vocal/Choral PreK-12 and Music Education-Instrumental PreK-12 at George Mason University, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs.

Impact on Fiscal and Human Resources:

There is minimum impact on resources.

Timetable for Further Review/Action:

This item will be presented to the Board of Education for final review at the June 25, 2015, meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure’s recommendation to grant approval to add new education (endorsement) graduate programs in Music Education-Vocal/Choral PreK-12 and Music Education-Instrumental PreK-12 at George Mason University, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs.

APPENDIX

Virginia Board of Education – Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs
(8VAC20-542-40.7.a)

George Mason University

Music Education-Vocal/Choral PreK-12 and Music Education-Instrumental PreK-12

**Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Based on PreK-12 School Needs (8VAC20-542-40.7.a)**

Education Programs: Music Education: Instrumental PreK-12 and Vocal/Choral PreK-12

Name of Institution: George Mason University Submitted by: Travis Holder and Dr. Brian C. Wuttke

Telephone Numbers: (305) 993-2094/(703) 993-1381 E-mail: tholder@gmu.edu and bwuttke@gmu.edu

Reporting Date: 4/20/2015

Number	Partnership and Collaboration Name	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Arlington Public Schools	GMU pre-service teachers are placed in classrooms with experienced cooperating teachers during their field experience assignments and student teaching. The cooperating teachers work with university supervisors to ensure that state requirements such as course objectives and teaching hours are met. Teaching assignments are based upon recommendations from the art/music specialists and are cleared by the division's human resources department.	In addition to helping prepare future teachers, the school system is presented with the unique opportunity to identify and possibly recruit qualified personnel. In addition, cooperating teachers are encouraged to observe current research-based teaching methods that they can incorporate in their own practices. The students often benefit from receiving instruction in this multi-dimensional approach.	Arts Education Specialist: Susan Comer	No

Number	Partnership and Collaboration Name	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
2.	Fairfax County Public School	same as above	same as above	Music Curriculum Supervisors and/or Specialists: Jeanette Essig, Deb Myers, Keith Taylor, Margaret Woods.	No
3.	Loudoun County Public Schools	same as above	same as above	Music Supervisor: Michael Pierson	No
4.	Prince William County Public Schools	same as above	same as above	Supervisor of the Arts: Joyce Zsembery	No