

DRAFT MINUTES
Governor McDonnell's Task Force for
Local Government Mandate Review
Education Committee
June 26, 2013 at 9:30 AM
Main Street Centre
12th Floor North Conference Room
600 East Main Street
Richmond, Virginia 23219

Members Present

The Honorable Pat Herrity, Task Force Chair
The Honorable Joan Wodiska, Committee Chair

Members Absent

The Honorable Shaun Kenney

I. Call to Order

Mr. Herrity called the meeting to order at 9:43 a.m. on June 26, 2013, in the 12th Floor North Conference Room at the Main Street Centre Building in Richmond, Virginia.

II. Approval of Draft Agenda

Mr. Herrity presented the draft agenda for consideration. Ms. Wodiska made a motion to approve the draft agenda. The draft agenda passed.

III. Welcome and Introduction

Mr. Herrity welcomed the following individuals to the round table discussion:

- Meg Gruber, Virginia Education Association
- Betsy Roberson, Virginia Education Association
- Steven Greenburg, Fairfax County Federation of Teachers
- Pat Hynes, Fairfax County School Board
- Nancy Bradley, City of Salem School Board
- Patty Pitts, Department of Education
- Deborah Frazier, Virginia Association of Elementary School Principals

Mr. Herrity presented some basic background and history of the task force. He explained that many "mandates" on localities were not legislative in nature and instead came from a lack of understanding of the relationship between local governments and state agencies.

Ms. Wodiska followed up with some additional background of the task force. She explained that as an educator, excessive paperwork made the profession less enjoyable. She stated that the first process the task force wanted to investigate was teacher recertification.

IV. Round Table Discussion

Mr. Herrity invited Ms. Patty Pitts of the Department of Education to speak about the teacher recertification process. Ms. Pitts began by explaining the six different types of renewable licenses. She stated that renewals occur every five years at a cost of \$25. A license can be renewed after January 1 of the year of expiration. Next, she discussed the requirements for license renewal. These requirements included:

- 180 Professional Development Points
- Demonstrated competency in the technology standards for instruction
- Training in Child Abuse Recognition and Intervention
- Training in Emergency First Aid, CPR, and Use of AEDs (effective July 1, 2013)
- Training in Civics (effective July 1, 2014)

Ms. Pitts then explained eight different ways in which teachers can earn their Professional Development Points.

- College Courses
 - A teacher can earn all 180 points by taking six hours of college credit. Teachers without a postgraduate degree are encouraged to take three semester hours of credit within their content area. Exceptions can be granted for a variety of reasons.
- Professional Conference
 - A teacher can earn points by participating or giving a presentation at a professional conference. Teachers can not earn more than 45 development points from this option.
- Curriculum Development

- Teachers can earn a maximum of 90 development points if they contribute to the improvement of the curriculum of a school division. A point is earned per hour of time used to improve curriculum.
- Publication of Article
 - A teacher can earn a maximum of 90 development points by publishing an article of one's research, experiences, perceptions, and beliefs. It must be published in a professional journal or a publication sanctioned by the employing educational agency. Each article is worth 45 development points.
- Publication of Book
 - Teachers can earn a maximum of 90 development points for the publication of a book whose content increases the body of knowledge of literature, history, science, or other content area. The book must be published for purchase to be eligible for the development points.
- Mentorship/Supervision
 - Teachers can earn a maximum of 90 development points by providing assistance to one or more persons for the purpose of improving performance. A development point is assigned per hour of work.
- Educational Project
 - Teachers can earn a maximum of 90 development points for an educational project. The activities under this umbrella are broad. A development point is assigned per hour of work.
- Professional Development Activity
 - Teachers can earn a maximum of 180 development points using this option. This option is one of the most used by teachers. A development point is assigned per hour of work.

Ms. Pitts continued by describing two different methods for the license holder to complete the process for renewal. The first process is used for teachers employed in Virginia public or nonpublic schools. The second process is for those not currently employed as an educator in Virginia. Because teachers typically get prior approval for development activities, the renewal process is can be very easy.

Mr. Greenburg asked questions about whether the eight development options could be consolidated. Ms. Pitts explained that, as an example, professional conferences and professional development activities are separated because they did not want teachers to earn all 180 development points by participating in conferences. She also stated that renewal

activities need to be above and beyond the routine duties of the teacher. In response to a question by Dr. Hynes, Ms. Pitts stated that DOE trusts school divisions to review and approve development activities and renewals. In response to a question by Ms. Frazier, Ms. Pitts stated that the new civics training requirement will be offered online and will be free of charge.

Ms. Gruber reported that it is very easy to get the development points necessary for recertification. She also has not heard many complaints about the licensure process.

Mr. Herrity asked if most school districts offered tuition reimbursement for teachers without a Masters degree that took college classes for professional development. Ms. Frazier responded by saying that it had been cut from her district. Ms. Gruber stated that it had been reduced in her locality. Dr. Roberson indicated that economics have forced most school districts to cut or reduce the funding for teacher reimbursements.

Dr. Roberson indicated that while the VEA fields questions about professional development qualifications, they do not receive complaints about the licensure process. She believes that the process is flexible to accommodate teachers in many different fields.

Mr. Greenburg expressed concern about the new CPR/AED requirement, mainly because the school districts and universities do not have time to plan for the professional development. He also cautioned about adding renewal requirements to experienced teachers who may only want to teach a few more years. He recommended "grandfathering" experienced teachers that have proven their abilities over time.

Dr. Hynes expressed concern over a local school district's ability to get information about future regulations coming from General Assembly.

Dr. Bradley was appreciative of all the options for professional development during the license renewal process. She stated that the renewal process is very fair.

Ms. Frazier noted that the recertification process is very easy. She also stated that her school district uses an automated professional development planning tool.

V. Discussion of Topics and Format for Future Education Round Table Discussions

Ms. Wodiska asked members of the round table if there were education topics that the task force should study for the upcoming General Assembly session.

Ms. Frazier suggested that the task force look at the grading of schools. She also wanted them to study the time requirement for physical education.

Dr. Bradley asked the task force to study a reduction in the number of SOLs.

Dr. Hynes agreed that the grading of schools and reductions of SOLs should be investigated by the task force. She also expressed concern over the teacher evaluation process.

Mr. Greenburg agreed with all comments of the previous speakers. He also asked for further study of teacher working conditions.

Dr. Roberson felt strongly that the number of SOLs should be reduced. She noted that foreign countries with great education results do not test as much.

Ms. Gruber also agreed with the focus on school grading and the number of SOLs. She also expressed concern over the number of assessments teachers must conduct for their students. She stated that schools may be too focused on the test scores. Finally she showed concern about how the General Assembly enacts legislation related to education.

Ms. Wodiska asked for members of the round table to think about ways in which the task force can change the discussion regarding education in the General Assembly.

VI. Public Comment

Mr. Herrity opened the meeting for public comment. No one came forward to speak to the task force. Mr. Herrity recognized Susan Williams of the Department of Education for her outstanding work as a member of the staff of the Commission on Local Government.

VII. Adjournment

There being no further business, Mr. Herrity adjourned the meeting at 11:24 a.m.