

# Fall 2021 Advisory Board Meeting

October 29, 2021

In preparation for our Education Advisory Board meeting this Friday on Zoom, we would like to share the list of questions and several resources for each of the two concurrent break-out discussions. Even if you are unable to attend our upcoming meeting, we have copied you on this message to keep you informed of our conversations, questions, and resources.

We look forward to your participation, and once again thank you for your support of our education programs at the University of Richmond.

## Break Out 1: Addressing Alternative Licensure

The current increase in teacher education candidates and teachers hired locally on alternative licenses is changing how we deliver, differentiate, and prepare teachers and leaders. In this session, we will discuss how we can support divisions, buildings, and classrooms as more novice teachers are hired without completing teacher education programs. We hope to discuss how this change is impacting retention, professional development, mentoring, and program delivery in both our programs and in your schools.

According to the Virginia Department of Education's School Quality Profiles in 2020-2021, 6.3% of all Virginia teachers are working on a provisional license. In high-poverty schools, 9.6% of Virginia teachers are working on a provisional license. In Virginia, an individual can teach on a provisional license for three years if they hold a bachelor's degree and are hired by a school division. However, they must complete coursework and testing requirements to transition into a full teaching license.

In our graduate teacher education program at the University of Richmond, 34% of our candidates currently teach full-time either at an independent school or on a provisional license in a local school division while enrolled in our program. Proportionally, most candidates on a provisional license are teaching in a middle or high school, and many are teaching outside of their content area. Additionally, we have seen an increase in the number of local provisionally licensed teachers completing professional studies coursework to satisfy the requirements of the license.

### Key Questions:

- How would you describe the alternative/provisional licensure issue in your education setting or role?
- What challenges do you see with the increase in alternative licensure teachers in your setting? What solutions would you suggest for addressing these issues?
- How can we support provisional candidates and teachers? What collaborative strategies can be implemented to support these candidates and teacher?

### Resources:

- [Virginia State Quality Profile: Teacher Quality \(Virginia Department of Education\)](#)
- [An Overview of the Teacher Alternative Certification Sector Outside of Higher Education](#)
- [Eroding Opportunity: COVID-19's Toll on Student Access to Well-Prepared and Diverse Teachers](#)
- [Virginia teacher shortage getting worse, VDOE trying new recruitment effort](#)

## **Break Out 2: Need for Culturally Responsive Teaching to Achieve Equitable Schools**

In March 2021, The Virginia Board of Education revised its teacher performance standards and evaluation criteria by adding a standard on culturally responsive teaching and equitable practices. A reflection of the board's commitment to support the recruitment, development, and retention of well-prepared and skilled teachers and supporting equity and culturally responsive classrooms for all students, the new standard also enacts legislation approved by the 2021 General Assembly (House Bill 1904 and Senate Bill 1196) requiring that teacher evaluations include an evaluation of cultural competency.

Individuals interested in engaging in a discussion related to UPST #6 Culturally Responsive Teaching and Equitable Practices will discuss how both our teacher education and educational leadership programs work to integrate and formalize culturally responsive teaching practices into our instruction, curriculum, and assessment. We also hope to gain your insight on how we best prepare future teachers and leaders and seek to understand and support how you are integrating these practices in your schools and organizations.

In our teacher education program, we have surveyed program alumni and their employers on several sub-components of Standard #6. In the aggregate, both employers and alumni were least satisfied with our program's preparation in their ability to "integrate diverse language and culture into instruction." Alumni and their employers were satisfied with their ability to "bring multiple perspectives into instruction, including the learners' personal, family, and community experiences" and ability to "collaborate with the learning community and contribute to a supportive culture."

### **Key Questions:**

- What are the implications on practice for you and your division and how are you preparing to meet this new standard?
- How are you integrating culturally responsive practices in your current setting (school, division, classroom) to achieve equitable schools?
- What are your next steps and how might we collaborate towards your goal?
- What do our teacher and leader candidates need to know and be able to do to successfully join you and your divisions in this important work?

### **Resources:**

- [Virginia is for Learners - Culturally Responsive and Inclusive Practice Resources](#)
- [Portrait of a Culturally Responsive School \(The Leadership Academy\)](#)
- [VDOE Media Release 3-24-21 - Addition of Standard 6](#)
- [VDOE UPST Standard 6: Culturally Responsive Teaching and Equitable Practices](#)
- [VDOE UPST Standard 6 Rating Rubric Description](#)