

DOCUMENT RESUME

ED 077 936

TM 002 731

TITLE Standards of Quality and Objectives for Public Schools in Virginia 1972-74 Enacted by the General Assembly of Virginia, 1972.

INSTITUTION Virginia State Dept. of Education, Richmond.

PUB DATE [73]

NOTE 9p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS Academic Standards; Bulletins; \*Educational Objectives; \*Educational Quality; Library Standards; \*Public Schools; School Administration; School Personnel; School Planning; \*State Standards; Teaching Quality

IDENTIFIERS \*Virginia

ABSTRACT

In compliance with the new Constitution of Virginia, standards of quality were adopted by the State Board of Education and enacted by the General Assembly. These standards and objectives deal with administrative and teaching personnel, programs (elementary, secondary, kindergarten, special education, vocational education, and continuing education), instructional materials and/or educational television, planning and management, and student and teacher performance. (RM)

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TM 002 731 ED 077936

**Standards of Quality  
and Objectives  
for Public Schools  
in Virginia  
1972-74**



**Enacted by the General Assembly of Virginia, 1972**

**U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION**

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## INTRODUCTION

As required by the new Constitution of Virginia, standards of quality for public schools were adopted by the State Board of Education in August 1971 and were revised and enacted by the General Assembly for the biennium beginning July 1, 1972. Standards were established for personnel, instructional materials (including educational television), program, and systemwide planning and management. In addition, the General Assembly enacted performance objectives for the State and for school divisions and planning and management objectives for public schools and teachers. The State Board was directed by the General Assembly to adopt rules and regulations necessary to implement the objectives.

The *Standards of Quality and Objectives for Public Schools in Virginia* provide new impetus for improving public education. They are a clear statement of the goals we seek and the procedures necessary for obtaining them. They offer new opportunities for the State Department of Education and local school divisions to work together to improve the quality of public education in Virginia.

The standards and objectives are designed to help each child to develop as fully as possible in the following ways:

- To acquire competence in using the fundamental learning skills and to acquire basic knowledge needed for participation in today's society;
- To acquire skills and knowledge needed for education beyond high school or for employment;
- To acquire a sense of personal worth and dignity;
- To develop attitudes and values that lead to responsible participation as a citizen of our republic;
- To develop understanding of one's relationship to his ecological, physical, economic, and social environment;
- To understand and appreciate people of different nationalities and ethnic groups and their contributions to the development of our nation and culture;
- To develop personal habits for continuing physical and mental health;
- To appreciate beauty and to understand its contribution to daily life.

The standards and objectives will be reviewed every two years to keep pace with changing expectations and conditions affecting education, new knowledge in the science and processes of education, and improved methods of evaluating educational quality.

Woodrow W. Wilkerson  
Superintendent of Public Instruction

**STANDARDS OF QUALITY AND OBJECTIVES  
FOR PUBLIC SCHOOLS IN VIRGINIA  
ENACTED BY THE  
GENERAL ASSEMBLY OF VIRGINIA, 1972**

Whereas, Section 2 of Article VIII of the Constitution of Virginia provides that standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly; and

Whereas, such Board has published such standards and it is now the wish of the General Assembly that such standards be hereby revised; now, therefore

Be it enacted by the General Assembly of Virginia:

1. § 1. That the standards of quality for public schools in Virginia, as determined and prescribed by the Board of Education, are revised as follows:

**Personnel Standards**

1. Central Office

a. In addition to the superintendent, each school division shall provide for one State-aid administrative position, subject to the rules and regulations of the Board of Education.

b. Each school division shall have one additional State-aid professional position for every fifty State-aid teaching positions or major fraction thereof. Such positions shall be limited to instructional supervisors, including supervisor of special education, and visiting teachers.

2. Schools

a. There shall be one State-aid elementary school teaching position for every thirty pupils in average daily membership and one State-aid secondary school teaching position for every twenty-three pupils in average daily membership.

b. There shall be additional State-aid positions that are required to meet school accrediting standards, including principals, assistant principals, librarians, and guidance counselors.

The foregoing standards are further revised as follows: They shall constitute standards of quality for, and have force and effect in, each school division only to an extent proportionate to the funding therefor provided by the General Assembly.

### **Instructional Materials and/or Educational Television Standards**

The annual expenditure for library and supplementary materials and/or educational television shall amount to at least five dollars per pupil in average daily membership, and each school division shall supply from local funds or other available resources the difference between the amount allocated to each school division by the Board of Education and the amount herein required.

### **Program Standards**

#### **1. Elementary Schools**

Each school division that has one or more elementary schools un-accredited or accredited with a warning by the Board of Education shall develop by September one of the ensuing school year a plan for each such school to meet the accrediting standards, and shall state a date acceptable to the Board for meeting those standards.

#### **2. Secondary Schools**

Each school division that has one or more secondary schools un-accredited or accredited with a warning by the Board of Education shall develop by September one of the ensuing school year a plan for each such school to meet the accrediting standards, and shall state a date acceptable to the Board for meeting those standards.

#### **3. Kindergarten**

Each school division that does not provide a kindergarten program shall by the end of the 1972-74 biennium develop a plan to provide such a program, and shall state in the plan a date acceptable to the Board of Education on which the kindergarten program will be implemented.

#### **4. Special Education**

Each school division shall identify exceptional children, including the gifted, by use of diagnostic procedures and shall develop a plan acceptable to the Board of Education to provide appropriate educational opportunities for them. Such opportunities may be provided through local programs, regional cooperative programs, or tuition assistance for handicapped children where no public school program is available.

#### **5. Vocational Education**

Each school division shall provide, either within the division or on a regional basis, training for employment by students planning to enter the world of work, or it shall develop a plan acceptable to the Board of Education by June thirty, nineteen hundred seventy-three to provide such training.

#### 6. Continuing Education

Each school division that does not provide a program of adult education either within the division or on a regional basis shall develop a plan acceptable to the Board of Education by June thirty, nineteen hundred seventy-four to provide such a program.

#### Planning and Management Standards

1. The School Board shall adopt policies which guide the total operation of the school division toward established objectives.
2. The superintendent shall prepare a policy manual in cooperation with school division personnel.
3. The superintendent shall develop the capability, procedures, and organizational structure to enable the school division to plan for future needs.
4. The superintendent shall involve the community and his staff in the preparation of a five-year plan, which shall be updated annually. Such a plan shall be based on a study of the extent to which pupils are achieving the eight broad objectives formulated by the Board of Education and shall be designed to raise the level of pupil performance. This plan shall be reviewed and approved by the School Board and submitted to the State Superintendent of Public Instruction for approval by the Board of Education.
5. The superintendent shall prepare and present to the School Board an annual plan to achieve specific objectives of the approved five-year plan as part of the annual operating and capital outlay budgets.
6. The superintendent shall, as directed by the Board of Education, make annual follow-up studies of former students (dropouts and graduates) who enter employment or who continue their education beyond high school as a means of assessing the effectiveness of the school program.
7. The superintendent and his staff shall provide an effective program of instructional supervision and assistance to principals and teachers that is consistent with the objectives of the school division.
8. The superintendent and his staff shall provide for the cooperative evaluation of central office personnel and principals and shall provide assistance to principals in the cooperative evaluation of teachers and other school employees.

The standards of quality prescribed above, as herein revised, and made effective, shall alone be the only standards of quality required by Article VIII, Section 2, of the Constitution of Virginia.

§ 2. In addition to the standards of quality revised and made effective as prescribed above, the State and local school divisions shall undertake to achieve the objectives set out below. Annual reports will be prepared by the Board of Education to show the progress being made throughout the State to meet these objectives. The Board of Education is directed and shall have the authority to promulgate rules and regulations necessary to implement these objectives.

## Performance Objectives

### State

1. A number of pupils equal to at least seventy percent of the pupils who entered the first grade twelve years earlier should be graduated from high school.
2. The percentage of the school population overage in the elementary grades should not exceed twenty percent of the enrollment in grades K-7.
3. The percentage of the student population achieving at or above grade level norms or the equivalent as measured by approved standardized achievement tests should equal or exceed the mean ability level of the student population as measured by appropriate scholastic aptitude tests.
4. At least thirty-one thousand, seven hundred fifty five-year-old children in the State should be enrolled in kindergarten.
5. At least one hundred thirty thousand pupils should be enrolled in summer programs.
6. At least fifty thousand eligible children should be enrolled in special education programs.
7. At least one hundred thirty-five thousand adults should be enrolled in continuing education programs.
8. At least seventy percent of the high school graduates should continue their education in programs provided by colleges and by schools such as business, nursing, data processing, and trade and technical.
9. At least ninety percent of the teachers should be assigned to teach only those subjects for which they have certificate endorsements.
10. At least twenty-three percent of the teachers should hold advanced degrees.

### School Division

1. High school graduates expressed as a percent of the first grade enrollment twelve years earlier should increase by at least three percent each year or until a level of seventy percent is reached. Appropriate adjustments will be made for school divisions with significant increases or decreases in school population.
2. The percentage of the school population overage in grades K-7 should be reduced by at least two percent each year or until a level not exceeding twenty percent is reached.
3. The percentage of the student population achieving at or above grade level norms or the equivalent as measured by approved standardized achievement tests should equal or exceed the mean ability level of the student population as measured by appropriate scholastic aptitude tests.
4. The percentage of teachers holding advanced degrees should increase by at least two percent each year or until at least twenty-three per-

cent of the teachers hold such degrees. Work toward advanced degrees should be in the subject area to which the teacher is assigned.

5. The percentage of attendance of pupils shall not fall below the average of the last three years or ninety percent of school membership.
6. Teachers shall be assigned to teach only those subjects for which they have certificate endorsements unless exceptions are granted by the Board of Education.

#### **Planning and Management Objectives**

##### **1. Individual School Planning and Management (Principal and Staff)**

In accordance with local policies and regulations, the principal shall be responsible for discharging the following major duties:

- a. The principal shall involve the community and his staff in the preparation and implementation of an annual school plan, which shall be consistent with the division-wide plan and which shall be approved by the division superintendent.
- b. The principal shall develop a school handbook of policies and procedures which are in compliance with and which implement division policies.
- c. The principal shall coordinate the services of all persons who work in the school to provide a healthful, stimulating school environment and an efficient and effective operation.
- d. The principal shall assign pupils to classes, programs, and activities that are designed to promote maximum learning. All pupils whose achievement is below a level commensurate with their scholastic aptitude should be diagnosed for learning disabilities and appropriate instruction should be prescribed.
- e. The principal shall ensure that instructional materials and equipment are used to provide learning experiences that are compatible with the educational needs of pupils.
- f. The principal and his staff shall establish methods of evaluating the progress of individual students and the effectiveness of the instructional program in each classroom and in the school as a whole.
- g. The principal shall provide direct instructional supervision and assistance to teachers to help them meet the standards for classroom planning and management and shall utilize available supervisory and other consultant personnel as needed to ensure an effective instructional program in the school.
- h. The principal and his staff shall provide for the cooperative evaluation of the teachers and other employees in his school. The evaluation of teachers shall be based on the standards for Classroom Planning and Management.



## 2. Classroom Planning and Management (Teacher)

In accordance with local policies and regulations, the teacher shall be responsible for discharging the following major duties:

- a. The teacher shall provide for the humanizing of instruction in the classroom. To accomplish this, the teacher should:
  - (i) Know the academic strengths and weaknesses of each child;
  - (ii) Know the home and community environment of each child;
  - (iii) Treat each child as an individual in accordance with his needs;
  - (iv) Understand and appreciate each child as an individual of worth; and
  - (v) Help each child to recognize his potential, to develop his abilities, and to assume his responsibilities as a member of the group.
- b. The teacher shall provide for individual differences in the classroom. To accomplish this, the teacher should:
  - (i) Provide different subject matter and learning experiences and have different achievement standards for individuals with different abilities and/or past achievements; and
  - (ii) Provide opportunities for pupils to work independently on meaningful tasks that derive from and contribute to the planned activities of the group.
- c. The teacher shall make use of available instructional materials and other resources that are appropriate to the needs of the pupils. To accomplish this, the teacher should supplement the textbook and make appropriate use of:
  - (i) Additional reading materials, such as library books and reference materials, magazines, and newspapers;
  - (ii) Educational television and other audio-visual aids;
  - (iii) Demonstrations, dramatizations, and other classroom activities;
  - (iv) Field trips;
  - (v) Resource persons and school-related youth organizations; and
  - (vi) Individual and group projects, in or out of school.
- d. The teacher shall organize learning activities to achieve specific objectives which should include:
  - (i) The development of needed skills;
  - (ii) The understanding of specific concepts;
  - (iii) The solution of meaningful problems; and
  - (iv) The development of wholesome attitudes.

- e. The teacher shall provide a favorable psychological environment for learning. To accomplish this, the teacher should:
  - (i) Develop and use questioning techniques that require pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension;
  - (ii) Encourage pupils to express their ideas in group discussions; and
  - (iii) Involve pupils in planning and conducting class activities under the guidance and direction of the teacher.
- f. The teacher shall evaluate the progress of students. To do this, the teacher should:
  - (i) Emphasize the application of knowledge to new situations;
  - (ii) Include achievement in all areas of instruction, habits of work, attitudes, personal traits, and group relationships; and
  - (iii) Help each pupil to develop the ability to evaluate his own progress and to involve him in the evaluation process.