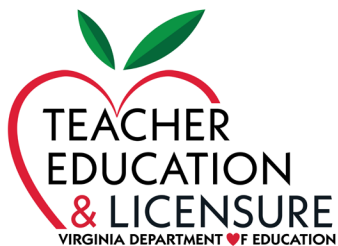


RECERTIFICATION GUIDANCE DOCUMENT FOR VIRGINIA CAREER SWITCHER PROGRAMS

July 2021



Virginia Department of Education
Department of Teacher Education and Licensure
PO Box 2120
Richmond, Virginia 23218
804-225-2022

**VIRGINIA DEPARTMENT OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION AND LICENSURE**

**RECERTIFICATION GUIDANCE DOCUMENT FOR CERTIFIED CAREER
SWITCHER PROGRAM PROVIDERS**

I. Background and Authority

The requirements for the alternate Career Switcher Program are set forth in the *Licensure Regulations for School Personnel*. Career switcher programs shall submit program documentation as set forth by the Virginia Department of Education for review and be certified every seven years by the Virginia Department of Education.

Excerpt from [8VAC20-23-90. Alternate Routes to Licensure](#).

- A. Career switcher alternate route to licensure for career professionals - Provisional (Career Switcher) License. An alternate route is available to career switchers who seek teaching endorsements pre-K through grade 12 with the exception of special education.
1. An individual seeking a Provisional (Career Switcher) License through the career switcher program shall meet the following prerequisite requirements:
 - a. An application process;
 - b. An earned baccalaureate degree from a regionally accredited college or university;
 - c. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
 - d. At least three years of successful full-time work experience or its equivalent; and
 - e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Virginia Board of Education.
 2. The Provisional (Career Switcher) License is awarded at the end of Level I preparation for an initial validity period of one school year. All components of the career switcher alternate route for career professionals shall be completed by the candidate.
 3. The Level I requirements shall be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional (Career Switcher) License for a second year, the candidate will enter Level III of the program. Career switcher programs shall submit program documentation as set forth by the Virginia Department of Education for review and be certified every seven years by the Virginia Department of Education.
 - a. Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes human development and learning; curriculum and instruction, including technology; language and literacy; specific course content relating to the Virginia Standards of Learning;

- foundations of education and the teaching profession; classroom and behavior management; and assessment of and for learning.
- b. Level II preparation during first year of employment.
 - (1) Candidate seeks employment in Virginia with the one-year Provisional (Career Switcher) License.
 - (2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in subdivision 3a of this subsection. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.
 - (3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional (Career Switcher) License. A trained mentor shall be assigned to assist the candidate during the first year of employment. Responsibilities of the mentor include the following:
 - (a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;
 - (b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;
 - (c) Share resources and materials;
 - (d) Share best instructional, assessment, and organizational practices; classroom and behavior management strategies; and techniques for promoting varied and effective methods of communication with and among students; and
 - (e) Provide general support and direction regarding school policies and procedures.
 - (4) Upon successful completion of the Levels I and II preparation requirements of the career switcher alternate route to licensure program and submission of a recommendation from the employing Virginia educational agency, the candidate will be eligible to apply for a ten-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Virginia Board of Education.
 - c. Level III preparation, if required.
 - (1) Post preparation, if required, will be conducted by the employing Virginia educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and
 - (2) Upon successful completion of Levels I, II, and, if required, Level III of the career switcher alternate route to licensure program and submission of a recommendation from the employing Virginia educational agency, the candidate will be eligible to receive a ten-year renewable license.
4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.

5. Certified providers implementing a career switcher program may charge a fee for participation in the program.

II. Recertification Preparation and Submission Instructions

A. General Instructions

Program providers must submit complete responses to each section below for recertification purposes. If information is missing or incomplete, the Virginia Department of Education staff will request additional information. If additional information is required, the program provider must amend the original recertification package to include the requested information and send the revised documentation to the Career Switcher Coordinator, Office of Licensure, Virginia Department of Education, within ten business days of receipt of request.

A complete application includes the following:

1. Recertification Application cover sheet (Appendix B);
2. Statement of Assurances (Appendix C);
3. Career Switcher Program Outline (additional information provided in Section III of this guidance document. Appendix D);
4. Accountability Measurement of Partnerships and Collaborations (Appendix E);
5. Professional Studies and Areas of Endorsement Matrices with Syllabi (Appendix F).

The application must be submitted electronically as a Word document via e-mail to Elena.Dremova@doe.virginia.gov. The recertification package must be received by the Department of Teacher Education and Licensure, Virginia Department of Education by a date determined by the Office of Licensure each recertification cycle.

B. Specific Application Instructions

1. The Recertification Application Cover Page must be signed by the Career Switcher program administrator. All information requested must be submitted by the due date in accordance with the recertification submission. Failure to submit all information requested may delay the review.
2. Recertification packages must be organized in the order in which the requirements are presented in the guidance document:
 - Section 1: The Recertification Application Cover Page (provided in Appendix B of the guidance document);
 - Section 2: Statement of Assurances (provided as Appendix C);
 - Section 3: Career Switcher Program Outline (provided as Appendix D);

- Section 4: Accountability Measurement of Partnerships and Collaborations (provided as Appendix E);
- Section 5: Professional Studies Matrices and Syllabi (sample provided as Appendix F).

Information must be presented in the order that is requested. Applications that are not organized in this manner will be returned to the program provider.

3. Submission guidelines are as follows:
 - a. Complete recertification application (Sections 1-5);
 - b. Recertification packages should be submitted electronically by the due date;
 - c. Recertification applications are to be prepared in Microsoft Word, using Times New Roman font and in a standard 12-point font, single spaced, with a one-inch margin on all sides. Boldface type, underlining, and italics may be used. However, do not use color text;
 - d. Each electronic file should be named for the Section of the application packet and the career switcher program name (ex. Section 1 – ODU). Each document should be appropriately labeled at the top of the first page with the corresponding Section number. Page numbers must be noted on each page of every document with consecutive page numbers, beginning with Page 1;
 - e. If appended materials are submitted, these should be kept to a minimum and added to the end as Section 6 – Additional Information; and
 - f. Ownership of all data, materials, and documentation originated and prepared for the Virginia Department of Education pursuant to the guidance document shall belong exclusively to the Virginia Department of Education and be subject to public inspection in accordance with the Virginia Freedom of Information Act.

III. Career Switcher Program Outline

Program providers must submit a complete response to each section of the Career Switcher Program Outline (Appendix D).

- A. Recruitment and Selection of Candidates
 1. Process, strategies, and timeline for recruiting candidates.
 2. Criteria, process, and timeline for identifying and notifying qualified candidates, including a **detailed description of the process for reviewing and documenting** that the candidate meets the prerequisite qualifications. Include in your submission information regarding the following requirements:
 - a. Application process for candidates.
 - b. Official transcript(s) (documentation of all collegiate work, including conferral of at least a baccalaureate's degree from an accredited pursuant to the current regulations institution).
 - c. Completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study.

- d. Virginia qualifying scores on the professional teacher's assessments (see C above); and
- e. Three years of full-time work experience or the equivalent. Explain the process of verifying work experience for the program.

B. Program Design and Capacity

1. Project Administration and Management

- a. A description of how the program is administered and managed, including the identification of the program administrator. Include a description of the program's capacity to support the program. Letters of support for the program, including that of the program provider's administration (such as a letter from a college or university dean) should be appended to the application.
- b. A statement providing the program fee(s) being paid by the candidates.
- c. A description of the support and resources provided to the candidates by the program provider (e.g., access to library services, online resources, access to resources for candidates with different abilities).

2. Purpose, Description, and Program Design

- a. Include a statement outlining the rationale for the requested program(s). Include the program's professional framework and goals. Information to include:
 - The goals should be related to the rationale. Include in this statement the locations of any satellite programs and how the goals and framework for the program have changed to meet the changing needs of the school divisions, the state and the programs.
- b. A description of Level I preparation. Information should include, but is not limited to, the following:
 - Describe how the program integrates curriculum and instruction?
 - Detailed description of the instruction of the professional studies competencies and methods for delivery (e.g., face-to-face, online).
 - Evidence of a minimum of 180 clock hours of instruction, including placement locations, role of the candidates in the field experiences, and how the program will provide diverse (e.g., racial, economic, language and diversity) opportunities for field placements;
 - Submit a brief description of the 180 clock hours of instruction and make sure each of the requirements are included.
 - Collaboration with school divisions for field experiences and the integration of field experiences with the professional studies coursework.
- c. Describe how the program will assure completion of the statutory requirements for licensure (child abuse recognition and intervention; first aid, hands-on CPR, and use of AEDs; identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder; and training related to behavior intervention and support, cultural relevancy instruction, and the African American history course for the History and Social Sciences endorsements.) Include how all the statutory requirements are met and accounted for

- d. A description of Level II preparation during the first year of employment (Level II candidates seek employment in Virginia with a one-year Provisional Career Switcher License) to include:
 - seminar topics content and delivery (five seminars with a minimum of 20 cumulative instructional hours), sites, and materials used;
 - tasks, methods, goals and objectives, expected outcomes, and how do you measure student success;
 - selection and coordination of the seminar instructors, requirements to be a seminar instructor, and process for which instructors are selected
 - seminar delivery methods (e.g., face-to-face, online);
 - process and support for candidates who have completed Level I but who are not employed immediately after completion of the program and return in subsequent years. Include information regarding accepting former students back to the program and fees.
 - e. A description of how evidence will be documented to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement.
 - f. A description of how the program assesses the candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.
 - g. If a candidate is placed into Level III, describe any resources that the program provider may offer the school division.
3. Faculty and Instructors
 - a. Credentials and qualifications of the program faculty and instructors and the courses/instruction assigned (Level I and Level II).
4. Maintenance of Data and Annual Reporting to the Virginia Department of Education
 - a. A description of how records are administered and maintained and a timeline for reporting the following:
 - How are individual records maintained to track support?
 - Progress of candidates during the program;
 - Submission of Standards for Biennial Approval of Education Programs Accountability of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-543-60); and
 - An annual report (reporting period of September 1- August 30) by October 1 following the completion of Levels I and II preparation. This annual report is submitted every year by September 30.
5. Evaluation Summary -- Research-Based Evaluation

- a. A summary of formative and summative evaluation procedures used for candidates and the program (candidate and school division evaluations), including the following:
 - candidates' performance on prescribed Board of Education licensure assessments;
 - the procedures being used to collect, review, and analyze individual candidate data to assist candidates and aggregate data for program improvements;
 - how and what evidence will be collected of candidates' success in the first years of teaching and the candidates' impact on student achievement; and
 - evidence of employer job satisfaction with candidates completing the program, including the candidates impact on student achievement (two years of evidence based on employer surveys) and the mechanism to collect, review and analyze data to determine and implement program revisions as a results of data and feedback.
- b. Describe how the performance of the program will be systematically assessed, specifically for continuous program improvement and feedback. Please include how the program provider will engage stakeholders (former graduates, candidates, school partners) in this process.

IV. APPENDICES

APPENDIX A

BOARD OF EDUCATION “LOW-PERFORMING” OR “AT RISK OF BECOMING LOW PERFORMING” CRITERIA FOR CAREER SWITCHER PROGRAMS

In order to comply with the Title II reporting requirements, on March 23, 2017, the Virginia Board of Education (BOE) approved the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to define at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. Currently, Virginia’s definitions are aligned with the accreditation options for BOE and the Council for the Accreditation of Educator Preparation (CAEP). Institutions meeting these definitions at the end of the reporting year will be designated “at-risk of becoming a low-performing” or “low-performing” institution of higher education:

At-Risk of Becoming a Low-Performing Institution of Higher Education: An at-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

CAEP: Probationary Accreditation for two years

BOE: Accredited with Stipulations

Low-Performing Institution of Higher Education: A low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accrediting body or not later than two years after receiving the designation of at-risk of receiving the designation of at-risk of becoming a low-performing institution of higher education. When an institution receives one of the following designations, the low-performing designation will be removed:

CAEP: Full Accreditation (five years- full accreditation is granted for the remainder of the accreditation term)

BOE: Accredited

The BOA has approved the following criteria for identifying “low performing” or “at risk of becoming low performing” required by Title II of the Higher Education Act:

- Programs shall be reviewed for compliance with Board of Education regulations and certified every seven years. [If regulations are revised within the seven-year period, the program must align the program with the new regulations.] For program certification, the following requirements must be documented:
 - alignment of program requirements and competencies with the regulations;
 - capacity to offer each of the components of the program; and
 - structured and integrated field experiences in diverse school settings as specified in the regulations.

- Programs shall be required to submit the accountability measurement of partnership and collaborations based on PreK-12 school needs for review by the Department of Education annually.
- Programs must submit candidate progress and performance on prescribed Board of Education licensure assessments. [All candidates must meet all prescribed licensure assessments prior to admission into the program; therefore, the requirement is that 100 percent of program candidates pass licensure assessments prior to admission to the program.]
- Programs must submit evidence of employer job satisfaction with candidates completing the program. The indicator of achievement of this standard shall include documentation that the Career Switcher Program has two years of evidence regarding candidate performance based on employer surveys.

An alternative route program (Career Switcher Program) shall be designated “at risk of becoming low performing” if the program is reviewed and found to meet certification requirements but has weaknesses, excluding the mandatory program entry requirements. The program provider must submit evidence of compliance within one year of notification of this finding. An alternative route program that does not correct the weaknesses within one year of receiving the designation of “at risk of becoming low performing” will be designated as “low performing.” If a program fails to maintain certification, enrolled candidates shall be permitted to complete their programs of study, however, the Career Switcher Program shall not be allowed to admit new candidates. Candidates shall be notified of program approval status.

APPENDIX B
RECERTIFICATION APPLICATION COVER SHEET

PART I: PROGRAM PROVIDER INFORMATION

Name of Career Switcher Program Provider applying for recertification: _____

Program Administrator Contact Name: _____

Address (first line): _____

Address (city, state, zip): _____

Phone Number (include area code): (____) - _____

E-Mail: _____

PART II: PROGRAM(S) REQUESTED

Programs (Endorsements) Requested: _____

PART III: CERTIFICATION

Certification by the Career Switcher Program Administrator:

By my signature, I certify that (1) to the best of my knowledge, the information in this application is correct, (2) this Career Switcher Program Provider will comply with the program requirements, statutory requirements, Board of Education regulations, and any applicable federal requirements, (3) I understand the criteria for low-performing or at risk of becoming low performing as described in Appendix A, and (4) the Certified Career Switcher Program Provider will comply with the attached Statement of Assurances.

Name of Program Administrator

Title

Signature of Program Administrator

Date

APPENDIX C
CERTIFIED CAREER SWITCHER PROGRAM PROVIDERS
STATEMENT OF ASSURANCES
(Page 1 of 2)

The Certified Career Switcher Program Provider assures the following:

- A. Program requirements and competencies are aligned with the current regulations.
- B. Program provider has the capacity to offer a components of the program.
- C. Candidates accepted in the program shall meet the following prerequisite requirements:
 - 1. An application process;
 - 2. An earned baccalaureate degree from a regionally accredited college or university;
 - 3. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
 - 4. At least three years of successful full-time work experience or its equivalent; and
 - 5. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Virginia Board of Education.
- D. Verification of program completion and statutory requirements is documented by the program provider and maintained by the provider. The VDOE reserves the right to examine these documents.
- E. A complete application and all documents for each candidate seeking a Provisional Career Switcher License are submitted to the Department of Teacher Education and Licensure, Virginia Department of Education.
- F. The program will submit the accountability measurement of partnership and collaborations biennially based on PreK-12 school needs for review by the Virginia Department of Education biennially.
- G. The program includes a minimum of 180 clock hours of instruction during Level I, including field experiences that prepare candidates to work in diverse educational environments.
- H. Candidates participate and are given opportunities for experiences in diverse school settings.

- I. Evidence of contributions to PreK-12 student achievement by candidates completing the program is monitored, collected, reviewed, and analyzed. Indicators of the achievement of this standard shall include the following:
 - 1. Evidence to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement.
 - 2. Evidence to document faculty have made provisions for evaluating effects that candidates have on PreK-12 student learning in the context of teaching as they design unit assessment systems and assessments for each program; and
 - 3. Evidence that the education program assesses candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in schools and standardized tests, and course grades.

- J. Evidence of employer job satisfaction with candidates completing the program, including the candidates impact on student academic progress, is monitored, collected, reviewed and analyzed. The indicator of the achievement of this standard shall include documentation that the education program has two years of evidence regarding candidate performance based on employer surveys.

- K. Evidence of completion of Level II seminars and one year successful teaching with an assigned mentor is monitored, collected, reviewed and analyzed. The indicator of the achievement of this standard may include documentation such as observations, mentor evaluations, instructor evaluations, and self reflections.

- L. The program will submit an annual report (September 1 – August 30) by October 1 each year.

- M. The program is conducted in compliance with laws and regulations.

Name of Program Director (Printed)

Title

Signature of Program Director

Date

Appendix D

**VIRGINIA DEPARTMENT OF EDUCATION
CAREER SWITCHER PROGRAM RECERTIFICATION
PROGRAM OUTLINE**

OFFICE USE ONLY		
Reviewer Name:		
Review Date:		
Were all competencies met? (Check one)	<input type="checkbox"/> YES	<input type="checkbox"/> NO

INSTITUTION:

SUBMISSION DATE:

	Narrative	MET	NOT MET	COMMENTS
A. Recruitment and Selection of Candidates				
1. Process, strategies, and timeline for recruiting candidates				
2. Criteria, process, and timeline for identifying and notifying qualified candidates, including a <u>detailed</u> description of the process for reviewing and documenting that the candidate meets the prerequisite qualifications: a. Application process for candidates;				

	Narrative	MET	NOT MET	COMMENTS
b. Official transcript(s) (documentation of all collegiate work, including conferral of at least a baccalaureate's degree from an accredited institution pursuant to the current regulations institution); c. Completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study; d. Virginia qualifying scores on the professional teacher's assessment; and e. Three years of full-time work experience or the equivalent.				
B. Program Design and Capacity				
1. Project Administration and Management a. A description of how the program is administered and managed, including the identification of the program administrator; b. A statement providing the program fee(s) being paid by the candidates;				

	Narrative	MET	NOT MET	COMMENTS
<p>c. A description of the support and resources provided to the candidates by the program provider (e.g., access to library services, online resources, access to resources for candidates with different abilities).</p>				
<p>2. Purpose, Description, and Program Design a. Include a statement outlining the rationale for the requested program(s). Include the program’s professional framework and goals; b. A description of Level I preparation; c. Describe how the program will assure completion of the statutory requirements for licensure (child abuse recognition and intervention; first aid, hands-on CPR, and use of AEDs; identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder; and training related to behavior intervention and support,</p>				

	Narrative	MET	NOT MET	COMMENTS
<p>and culturally relevant instruction and the African American history course for the History and Social Sciences endorsements, as they become applicable.);</p> <p>d. A description of Level II preparation during the first year of employment (Level II candidates seek employment in Virginia with a one-year Provisional Career Switcher License);</p> <p>e. A description of how evidence will be documented to show that candidates know about, create, and use appropriate and effective measurements in teaching that shall provide dependable information about student achievement;</p> <p>f. A description of how the program assesses the candidates' mastery of exit criteria and performance proficiencies, including the ability to affect student learning, through the use of multiple sources of data such as culminating experience, portfolios, interviews, videotaped and observed performance in</p>				

	Narrative	MET	NOT MET	COMMENTS
<p>schools and standardized tests, and course grades; g. If a candidate is placed into Level III, describe any resources that the program provider may offer the school division.</p>				
<p>3. Faculty and Instructors a. Credentials and qualifications of the program faculty and instructors and the courses/instruction assigned (Level I and Level II).</p>				
<p>4. Maintenance of Data and Annual Reporting to the Virginia Department of Education a. A description of how records are administered and maintained and a timeline for reporting</p>				
<p>5. Evaluation Summary -- Research-Based Evaluation a. A summary of formative and summative evaluation procedures used for candidates and the program (candidate and school division evaluations); b. Describe how the performance of the program will be systematically assessed,</p>				

	Narrative	MET	NOT MET	COMMENTS
specifically for continuous program improvement and feedback. Please include how the program provider will engage stakeholders (former graduates, candidates, school partners) in this process.				

APPENDIX E
Accountability Measurement of Partnership and Collaborations (8VAC20-543-60)

Name of Career Switcher Program: _____

Endorsement Area: _____

Number	Career Switcher Program – 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.	Evidence of Agreement – is there written documentation with the partners and collaborators? Yes or No
1					
2					
3					
4					
5					
6					
7					

Instructions
Accountability Measurement of Partnership and Collaborations
(8VAC20-543-60)

This information is collected and submitted with the program's Annual Report. The worksheet in the submitted Annual Report can be submitted for this Part of the recertification package.

For reference, the worksheet should have been completed as follows:

- Enter the program provider's name in the Career Switcher Provider field.
- Enter the contact person that is responsible for the Career Switcher Program for the program provider in the Contact Person field.
- Enter the phone number of the above contact person in the Phone No. field.
- Enter the current date in the Date field.
- For each partnership and collaboration associated with the Career Switcher program, complete one row (in the table provided on the worksheet) with the following requested information:
 - Under the column entitled "Career Switcher Program - Partnership and Collaboration Name," enter the full name of the partnership and collaboration.
 - Under the column entitled "Partnership and Collaboration Description," enter a brief description of the partnership and collaboration (in about 50 words or less).
 - Under the column entitled "Description of PreK-12 School Needs," briefly describe how the partnership and collaboration meet the identified needs of the PreK-12 community (in about 50 words or less).
 - Under the column entitled "Partners and Collaborators," list the names of the entities that participated as partners and collaborators.
 - Under the column entitled "Evidence of Agreement," indicate if there is written documentation with the partners and collaborators who will be providing the educational setting for experience, including a practicum placement, by entering either a "Yes" or a "No."

APPENDIX F

**VIRGINIA DEPARTMENT OF EDUCATION
PROGRAM STATUS MATRIX REVIEW
2018 PROFESSIONAL STUDIES REQUIREMENTS for
Early/Primary Education, Elementary Education and
Middle Education Endorsements.
8VAC20-23-130**

SUMMARY OF REVIEW –			
Reviewer Name:			
Review Date:			
Were all competencies met? (Check one)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
If 'No', then enter each competency, by its sequence number, that was marked as "Not Met" in the matrix {e.g., 1}.			

INSTITUTION: _____ **SUBMISSION DATE:** _____
CHECK THE PROGRAM DELIVERY FORMAT: Face-to-Face Hybrid Online
MAJOR & DEGREE: Career Switcher_(NON-CREDIT)

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
PROFESSIONAL STUDIES REQUIREMENTS for Early/Primary Education, Elementary Education and Middle Education Endorsements.				
<u>1. Human development and learning (birth through adolescence): 3 semester hours.</u> a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students. b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education,				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.				
<p>2. <u>Curriculum and instruction: 3 semester hours.</u></p> <p>a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p> <p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional</p>				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p> <p>(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p> <p>(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.</p> <p>(8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p> <p>(9) Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p>b. Middle education 6-8 curriculum and instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection</p>				

Endorsement Competencies	Courses and Experiences*			COMMENTS (Please state all comments in full sentences.)
		MET	NOT MET	
<p>and use of materials, including media and contemporary technologies; and evaluation of pupil performance.</p> <p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and shall be appropriate for the middle education endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.</p> <p>(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p> <p>(7) Pre-student teaching experiences (field experiences) should be evident within these skills.</p>				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>3. <u>Classroom and behavior management: 3 semester hours.</u></p> <p>a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p> <p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.</p> <p>c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.</p> <p>d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included.</p> <p>e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.</p>				
<p>4. <u>Assessment of and for learning: 3 semester hours.</u></p> <p>a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.</p>				

Endorsement Competencies	Courses and Experiences*			
		MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand and help students understand their own progress and growth shall be included.</p> <p>c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.</p> <p>d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.</p> <p>e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education, such as diagnostic, college admission exams, industry certifications, and placement assessment shall be included.</p>				
<p><u>5. Foundations of education and the teaching profession: 3 semester hours.</u></p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education,</p>				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p> <p>6. <u>Language and literacy: 6 semester hours.</u></p> <p>a. Early/primary preK-3 and elementary education preK-6 - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p> <p>(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness,</p>				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.</p> <p>b. Middle education - language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours.</p> <p>(1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.</p> <p>(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.</p>				
<p><u>Supervised clinical experiences.</u></p>				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.</p>				

***EPP NOTE:** Description of what the institution offers to enable students to develop the knowledge and skills identified in the competency. When citing courses, provide course number, title, and catalog description. Catalog descriptions and syllabi may be attached or referenced in the proposal.

Statutory Authority

§§ 22.1-298.1 and 22.1-299 of the Code of Virginia.

Historical Notes

Derived from Volume 34, Issue 24, eff. August 23, 2018.

VIRGINIA DEPARTMENT OF EDUCATION
 PROGRAM STATUS MATRIX REVIEW
 2018 PROFESSIONAL STUDIES REQUIREMENTS for
 PreK-12, secondary grades 6-12, and adult education
 endorsements.
 8VAC20-23-190

SUMMARY OF REVIEW –			
Reviewer Name:			
Review Date:			
Were all competencies met? (Check one)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
If 'No', then enter each competency, by its sequence number, that was marked as "Not Met" in the matrix {e.g., 1}.			

INSTITUTION: _____ SUBMISSION DATE: _____
 CHECK THE PROGRAM DELIVERY FORMAT: Face-to-Face Hybrid Online
 MAJOR & DEGREE: Career Switcher_(NON-CREDIT)

Endorsement Competencies	Courses and Experiences*			COMMENTS (Please state all comments in full sentences.)
		MET	NOT MET	
PROFESSIONAL STUDIES REQUIREMENTS for PreK-12, special education, secondary grades 6-12, and adult education endorsements.				
1. <u>Human development and learning (birth through adolescence): 3 semester hours.</u> a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students. b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students;				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.				
<p>2. <u>Curriculum and instruction: 3 semester hours.</u></p> <p>a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p> <p>b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.</p> <p>d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.</p> <p>f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-</p>				

Endorsement Competencies	Courses and Experiences*	MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.</p> <p>g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.</p> <p>h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.</p>				
<p>3. <u>Assessment of and for learning: 3 semester hours.</u></p> <p>a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.</p> <p>b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.</p> <p>c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.</p>				

Endorsement Competencies	Courses and Experiences*			COMMENTS (Please state all comments in full sentences.)
		MET	NOT MET	
<p>d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.</p> <p>e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.</p>				
<p><u>4. Foundations of education and the teaching profession: 3 semester hours.</u></p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p>				
<p><u>5. Classroom and behavior management: 3 semester hours.</u></p> <p>a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual</p>				

Endorsement Competencies	Courses and Experiences*			
		MET	NOT MET	COMMENTS (Please state all comments in full sentences.)
<p>interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p> <p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.</p> <p>c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.</p> <p>d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.</p>				
<p>6. <u>Language and literacy.</u></p> <p>a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.</p>				
<p>7. <u>Supervised classroom experience.</u></p> <p>Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in</p>				

Endorsement Competencies	Courses and Experiences*			COMMENTS (Please state all comments in full sentences.)
		MET	NOT MET	
<p>the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.</p> <p>If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.</p>				

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Statutory Authority

§§ [22.1-298.1](#) and [22.1-299](#) of the Code of Virginia.

Historical Notes

Derived from [Volume 34, Issue 24](#), eff. August 23, 2018

