



townhall.virginia.gov

Final Regulation Agency Background Document

Agency name	State Board of Education
Virginia Administrative Code (VAC) Chapter citation(s)	8 8VAC20-543
VAC Chapter title(s)	Regulations Governing the Review and Approval of Education Programs in Virginia
Action title	Establish Dual Language and Economics and Personal Finance Endorsements in the Regulations Governing the Review and Approval of Education Programs in Virginia
Date this document prepared	June 3, 2024

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Order 19 (2022) (EO 19), any instructions or procedures issued by the Office of Regulatory Management (ORM) or the Department of Planning and Budget (DPB) pursuant to EO 19, the Regulations for Filing and Publishing Agency Regulations (1 VAC 7-10), and the *Form and Style Requirements for the Virginia Register of Regulations and Virginia Administrative Code*.

Brief Summary

Provide a brief summary (preferably no more than 2 or 3 paragraphs) of this regulatory change (i.e., new regulation, amendments to an existing regulation, or repeal of an existing regulation). Alert the reader to all substantive matters. If applicable, generally describe the existing regulation.

This regulatory action is to establish dual language endorsements and an economics and personal finance add-on endorsement.

Economics and Personal Finance

The regulatory action is to amend the existing Regulations Governing the Review and Approval of Education in Virginia by establishing an add-on endorsement in economics and personal finance.

Prior to this proposal, no specific endorsement was established in the Licensure Regulations for School Personnel and the Regulations Governing the Review and Approval of Education Programs in Virginia to

teach courses in economics and personal finance. Teachers holding valid Virginia licenses with endorsements in specific areas of agricultural education, business and information technology, family and consumer sciences, history and social science, marketing, and mathematics may teach the courses. The regulatory action (standard procedure) is to establish an add-on endorsement to teach economics and personal finance. The add-on endorsement will expand the number of teachers who may teach economics and personal finance and ensure that such teachers have completing training in economics and personal finance.

Dual Language

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the licensure regulations. In addition to amending the Licensure Regulations for School Personnel to include new endorsements in dual language, these endorsements also need to be included in the Regulations Governing the Review and Approval of Education Programs in Virginia.

Acronyms and Definitions

Define all acronyms used in this form, and any technical terms that are not also defined in the "Definitions" section of the regulation.

"Board" means the Virginia Board of Education.
"Department" means the Virginia Department of Education.

Statement of Final Agency Action

Provide a statement of the final action taken by the agency including: 1) the date the action was taken; 2) the name of the agency taking the action; and 3) the title of the regulation.

The Board of Education adopted these regulations on June 15, 2022.

Mandate and Impetus

List all changes to the information reported on the Agency Background Document submitted for the previous stage regarding the mandate for this regulatory change, and any other impetus that specifically prompted its initiation. If there are no changes to previously reported information, include a specific statement to that effect.

Economics and Personal Finance

The regulatory change to establish the add-on endorsement in Economics and Personal Finance was approved by the Virginia Board of Education. This amendment was not mandated by law.

Dual Language

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the licensure regulations. In addition to amending the Licensure Regulations for School Personnel to include new endorsements in dual language, these endorsements also need to be included in the Regulations Governing the Review and Approval of Education Programs in Virginia.

Legal Basis

Identify (1) the promulgating agency, and (2) the state and/or federal legal authority for the regulatory change, including the most relevant citations to the Code of Virginia and Acts of Assembly chapter number(s), if applicable. Your citation must include a specific provision, if any, authorizing the promulgating agency to regulate this specific subject or program, as well as a reference to the agency’s overall regulatory authority.

The Board’s overall regulatory authority is found in § [22.1-16](#) of the Code of Virginia, which states that “[t]he Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.”

Economics and Personal Finance

The requirement to teach a course in economics and financial literacy to students in the Commonwealth was required by the General Assembly. The 2005 General Assembly approved Senate Bill 950, a bill directing the Virginia Board of Education to "establish objectives for economic education and financial literacy" to be required of all students at the middle and high school levels. As a result of the legislation, Section 22.1–200.03 of the Code of Virginia required the Board of Education to develop and approve objectives for economics education and financial literacy to be required of all students at the middle and high school levels to "further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy." Beginning with students entering ninth grade in fall 2011, one standard unit of credit in Economics and Personal Finance is required for graduation with a Standard or Advanced Studies Diploma. Students may earn this credit by successfully completing the course at any time during their high school career.

The course in Economics and Personal Finance is required to be taken by high school students; however, no specific endorsement was established for educators who were assigned to teach the course.

Dual Language

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the licensure regulations. In addition to amending the Licensure Regulations for School Personnel to include new endorsements in dual language, these endorsements also need to be included in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Purpose

Explain the need for the regulatory change, including a description of: (1) the rationale or justification, (2) the specific reasons the regulatory change is essential to protect the health, safety, or welfare of citizens, and (3) the goals of the regulatory change and the problems it is intended to solve.

Economics and Personal Finance

Currently, no specific endorsement has been established in the Licensure Regulations for School Personnel and the Regulations Governing the Review and Approval of Education Programs in Virginia to teach courses in economics and personal finance. Teachers holding valid Virginia licenses with endorsements in specific areas of agricultural education, business and information technology, family and consumer sciences, history and social science, marketing, and mathematics may teach the courses. The regulatory action (standard procedure) is to establish an add-on endorsement to teach economics and personal finance. The add-on endorsement will expand the number of teachers who may teach economics and personal finance. The add-on endorsement will expand the number of teachers who may

teach economics and personal finance and ensure that such teachers have completing training in economics and personal finance.

Students who gain knowledge and skills in economics and personal finance are more productive citizens in society.

Dual Language

The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the licensure regulations. In addition to amending the Licensure Regulations for School Personnel to include new endorsements in dual language, these endorsements also need to be included in the Regulations Governing the Review and Approval of Education Programs in Virginia. The endorsements in dual language were requested so that individuals who had expertise in elementary education or world languages could teach in dual language programs and seek a specific endorsement addressing the area in which they are teaching. This will allow someone who has world language preparation to teach in an elementary dual language program without seeking both a world (foreign) language endorsement and an elementary endorsement.

Substance

Briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both. A more detailed discussion is provided in the “Detail of Changes” section below.

Economics and Personal Finance

The addition of an add-on endorsement in economics and personal finance will provide additional assurances that teachers instructing the courses have preparation in economics and personal finance.

The substantive provision is the addition of the add-on endorsement in the Regulations Governing the Review and Approval of Education Programs in Virginia. Additionally, the Board of Education approved the following plan related to the implementation of the new add-on endorsement. This applies primarily to the Licensure Regulations for School Personnel that also must be revised.

1. Teachers (Grandfathering)
 Upon the effective date of the establishment of the Economics and Personal Finance (Add-on Endorsement), individuals who hold a teaching license (Collegiate Professional, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) may be eligible for the economics and personal finance add-on endorsement if the individual:
 - Completed one year of successful teaching experience [satisfactory performance rating on summative evaluation] in Virginia as the teacher of record in economics and personal finance prior to the effective date of this endorsement; and
 - Receives the recommendation from the Virginia school division superintendent where the individual is employed at the time of the request.
2. Current Teachers
 Individuals who are teaching in Virginia public schools and meet grandfathering requirements will receive the Economics and Personal Finance (Add-on Endorsement) at no additional cost. The \$50 fee to apply for an additional endorsement would be waived because these individuals currently may teach economics and personal finance with the endorsement(s) on their license.
3. Transition Period for the Endorsement
 A transition period of two years should be implemented from the effective date of the Economics and Personal Finance (Add-on Endorsement) for individuals to complete the requirements to add the

endorsement. As of the effective date of the Economics and Personal Finance (Add-on Endorsement), those currently teaching the course and those receiving the endorsement through “grandfathering,” will be endorsed to teach the course.

Dual Language

The proposed regulations will make revisions to professional studies requirements and add new endorsements listed below. Colleges and universities may develop programs for individuals interested in teaching in dual language programs.

**Professional Studies Requirements for Dual Language
Dual Language (English) Endorsement PreK-6
Dual Language (English) PreK-6 (Add-on Endorsement)**

**Dual Language (Target Language) Endorsement PreK-6
Dual Language (Target Language) PreK-6 (Add-on Endorsement)**

Issues

Identify the issues associated with the regulatory change, including: 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions; 2) the primary advantages and disadvantages to the agency or the Commonwealth; and 3) other pertinent matters of interest to the regulated community, government officials, and the public. If there are no disadvantages to the public or the Commonwealth, include a specific statement to that effect.

Economics and Personal Finance

The advantages include that by requiring teachers to obtain training in economics and personal finance will better prepare them to teach courses in economics and personal finance to students who take the course.

Experienced teachers who have been teaching the course, as specified by the Board, may be recommended for the add-on endorsement by the employing school division superintendent.

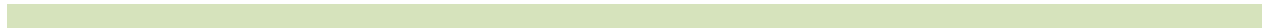
Dual Language

The advantages of the endorsements allow additional options for individuals seeking endorsements to teach elementary dual language classes. Colleges and universities may develop programs specific to teaching in dual language classrooms.

Requirements More Restrictive than Federal

List all changes to the information reported on the Agency Background Document submitted for the previous stage regarding any requirement of the regulatory change which is more restrictive than applicable federal requirements. If there are no changes to previously reported information, include a specific statement to that effect.

There are no applicable federal requirements.



Agencies, Localities, and Other Entities Particularly Affected

List all changes to the information reported on the Agency Background Document submitted for the previous stage regarding any other state agencies, localities, or other entities that are particularly affected by the regulatory change. If there are no changes to previously reported information, include a specific statement to that effect.

Other State Agencies Particularly Affected

There are no other state agencies particularly affected.

Localities Particularly Affected

Economics and Personal Finance

School divisions would be affected because in the future, they will be required to employing individuals teaching Economics and Personal Finance to obtain the add-on endorsement. However, the Board of Education approved an implementation plan that includes grandfathering and a timeline before the endorsement is required.

Dual Language

School divisions will have additional options for endorsements individuals may hold to teach in dual language programs. Currently, those teaching in targeted language must meet requirements for the elementary endorsement as well as the world language.

Other Entities Particularly Affected

Economics and Personal Finance

Individuals who have not received the add-on endorsements in economics and personal finance will need to obtain the endorsement to teach the class in the public schools of the Commonwealth.

Dual Language

If colleges and universities offer dual language programs, individuals who wish to teach in such programs could complete a program and seek a license in the area in which they desire to teach.

Public Comment

Summarize all comments received during the public comment period following the publication of the previous stage, and provide the agency's response. Include all comments submitted: including those received on Town Hall, in a public hearing, or submitted directly to the agency. If no comment was received, enter a specific statement to that effect.

Commenter	Comment	Agency response
Jeremy Aldrich	Supports the regulatory action	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.
Jennifer Carson	Supports the regulatory action	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.
Wendy Bermudez	Commenter asked whether Virginia is aware of the shortage of bilingual teachers in Texas.	The agency thanks the commenter for participating in the public rulemaking.

		It is not clear how the comment is related to the current regulatory proposal.
Elisabeth Harrington	Commenter thinks that the regulatory action will create another barrier to hiring qualified bilingual teachers by imposing requirements.	<p>The agency thanks the commenter for participating in the public rulemaking.</p> <p>The agency recognizes and has remained sensitive to the hiring barriers imposed by adding additional licensing requirements. However, this action is not directly about licensure but about education programs that prepare teachers for licensure.</p> <p>Even still, the Board believes that it is incorrect to characterize the action as creating impediments to hiring “qualified bilingual teachers” since this action is concerned precisely with setting standards for what constitutes a qualified bilingual teacher. The absence of standards does not make hiring qualified bilingual teachers easier but rather more difficult and inconsistent across the Commonwealth. Moreover, the Virginia General Assembly set the requirement that such standards be promulgated by the Board.</p>
Kelly Arble	Supports the regulatory action	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.
Anonymous	Supports the regulatory action and suggests a provisional dual immersion endorsement	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.
Zach Neumann	Supports the regulatory action	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.
Lucy Montalvo, Ed.D., Virginia Dual Language Educator Network	Supports the regulatory action	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.

Detail of Changes Made Since the Previous Stage

*List all changes made to the text since the previous stage was published in the Virginia Register of Regulations and the rationale for the changes. For example, describe the intent of the language and the expected impact. Describe the difference between existing requirement(s) and/or agency practice(s) and what is being proposed in this regulatory change. Explain the new requirements and what they mean rather than merely quoting the text of the regulation. * Put an asterisk next to any substantive changes.*

Current chapter-section number	New chapter-section number, if applicable	New requirement from previous stage	Updated new requirement since previous stage	Change, intent, rationale, and likely impact of updated requirements
n/a	n/a	n/a	n/a	n/a

Detail of All Changes Proposed in this Regulatory Action

*List all changes proposed in this action and the rationale for the changes. For example, describe the intent of the language and the expected impact. Describe the difference between existing requirement(s) and/or agency practice(s) and what is being proposed in this regulatory change. Explain the new requirements and what they mean rather than merely quoting the text of the regulation. * Put an asterisk next to any substantive changes.*

Current chapter-section number	New chapter-section number, if applicable	Current requirements in VAC	Change, intent, rationale, and likely impact of updated requirements
8VAC20-543-90		<p>Professional studies requirements for early/primary education, elementary education, and middle education:</p> <ol style="list-style-type: none"> 1. Human development and learning (birth through adolescence). <ol style="list-style-type: none"> 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, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse, and 	<p>Individuals interested in teaching dual language will not be required to hold both an elementary endorsement and an endorsement in world language.</p>

		<p>neglect and other adverse childhood experiences; and family disruptions.</p> <p>2. Curriculum and instruction.</p> <p>a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction.</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 level of endorsement (preK-3 or preK-6) sought 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 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 department's Office of Humanities and Early Childhood shall be included.</p> <p>(6) Early childhood educators must understand the role of families in child development and in relation to teaching educational skills.</p> <p>(7) Early childhood educators must understand the role of the informal and play-mediated settings for promoting students' skills and development and must 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 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 must 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.</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; effective communication with and among students, selection, 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</p>	
--	--	--	--

		<p>diverse learners including English learners, gifted and talented students, and students with disabilities, and must 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 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 automatic external defibrillators shall be included.</p> <p>(7) Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p>3. Classroom and behavior management. Skills in this</p>	
--	--	--	--

		<p>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. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline. 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 students' ages must be understood and demonstrated in techniques used in the classroom.</p> <p>4. Assessment of and for learning.</p> <p style="padding-left: 40px;">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</p>	
--	--	---	--

		<p>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 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 must be included.</p> <p>e. Knowledge of legal and ethical aspects, and skills for developing familiarity with assessments used in preK-12 education (including diagnostic, college admission exams, industry certifications, placement assessments).</p>	
--	--	---	--

		<p>5. Foundations of education and the teaching profession.</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 must 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>6. Language and Literacy.</p> <p>a. Early/primary education preK-3 and elementary education preK-6 language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be</p>	
--	--	--	--

		<p>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: 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: 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, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in</p>	
--	--	--	--

		<p>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 text and independent reading.</p> <p>b. Middle education - language acquisition and reading development and literacy in the content areas.</p> <p>(1) Language acquisition and reading development: 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 text and independent reading for adolescent learners.</p> <p>(2) Literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in areas of 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</p>	
--	--	---	--

		<p>comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent readers.</p> <p>7. Supervised clinical experiences. The supervised clinical experiences shall be continuous and systematic and comprised of early field experiences with 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 any public school or accredited nonpublic school may be accepted in lieu of the supervised student 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>	
	<p>8VAC20-543-275</p>		<p>The add-on endorsement will expand the number of teachers who may teach economics and personal finance. The add-on endorsement will expand the number of teachers who may teach economics and personal finance and ensure that such teachers have completed training in economics and personal finance.</p> <p>Implementation of the add-on endorsement will help provide a smooth transition to the add-on endorsement:</p>

			<p><u>Teachers (Grandfathering)</u> Upon the effective date of the establishment of the Economics and Personal Finance (Add-on Endorsement), individuals who hold a teaching license (Collegiate Professional, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) may be eligible for the economics and personal finance add-on endorsement if the individual:</p> <ul style="list-style-type: none"> • completed one year of successful teaching experience [satisfactory performance rating on summative evaluation] in Virginia as the teacher of record in economics and personal finance prior to the effective date of this endorsement; and • receives the recommendation from the Virginia school division superintendent where the individual is employed at the time of the request. <p><u>Current Teachers</u> Individuals who are teaching in Virginia public schools and meet grandfathering requirements will receive the Economics and Personal Finance (Add-on Endorsement) at no additional cost. The \$50 fee to apply for an additional endorsement would be waived because these individuals currently may teach economics and personal finance with the endorsement(s) on their license. Transition Period for the Endorsement A transition period of two years should be implemented from the effective date of the Economics and Personal Finance (Add-on Endorsement) for individuals to complete the requirements to add the endorsement. As of the effective date of the Economics and Personal Finance (Add-on Endorsement), those currently teaching the course and those receiving the endorsement through “grandfathering,” will be endorsed to teach the course.</p>
--	--	--	---

	8VAC20-543-276		
	8VAC20-543-277		
	8VAC20-543-278		
	8VAC20-543-279		