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## Proposed Regulation Agency Background Document

<b>Agency name</b>	Virginia Department of Education
<b>Virginia Administrative Code (VAC) Chapter citation(s)</b>	8VAC20-543
<b>VAC Chapter title(s)</b>	Regulations Governing the Review and Approval of Education in Virginia
<b>Action title</b>	Establish Dual Language and Economics and Personal Finance Endorsements in the Regulations Governing the Review and Approval of Education Programs in Virginia
<b>Date this document prepared</b>	8-12-2020

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Order 14 (as amended, July 16, 2018), the Regulations for Filing and Publishing Agency Regulations (1VAC7-10), 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.*

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**Economics and Personal Finance and Dual Language Endorsements**

No acronyms or definitions are set forth that are not defined in the regulations.

**Mandate and Impetus**

*Identify the mandate for this regulatory change and any other impetus that specifically prompted its initiation (e.g., new or modified mandate, petition for rulemaking, periodic review, or board decision). For purposes of executive branch review, "mandate" has the same meaning as defined in Executive Order 14 (as amended, July 16, 2018), "a directive from the General Assembly, the federal government, or a court that requires that a regulation be promulgated, amended, or repealed in whole or part."*

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**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.*

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### **Economics and Personal Finance**

The Virginia Board of Education is the promulgating agency. The Virginia Board of Education has the authority to amend its regulations.

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 Virginia Board of Education is the promulgating agency. The Virginia Board of Education has the authority to amend its regulations

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's intended to solve.*

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### **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**

*Identify and describe any requirement of the regulatory change which is more restrictive than applicable federal requirements. Include a specific citation for each applicable federal requirement, and a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements, or no requirements that exceed applicable federal requirements, include a specific statement to that effect.*

**Economics and Personal Finance and Dual Language**

There are no federal applicable requirements.

**Agencies, Localities, and Other Entities Particularly Affected**

*Identify any other state agencies, localities, or other entities particularly affected by the regulatory change. "Particularly affected" are those that are likely to bear any identified disproportionate material impact which would not be experienced by other agencies, localities, or entities. "Locality" can refer to either local governments or the locations in the Commonwealth where the activities relevant to the regulation or regulatory change are most likely to occur. If no agency, locality, or entity is particularly affected, include a specific statement to that effect.*

**Economics and Personal Finance and Dual Language**

**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.

**Economic Impact**

*Pursuant to § 2.2-4007.04 of the Code of Virginia, identify all specific economic impacts (costs and/or benefits), anticipated to result from the regulatory change. When describing a particular economic impact, specify which new requirement or change in requirement creates the anticipated economic impact. Keep in mind that this is change versus the status quo.*

**Impact on State Agencies**

<p><i>For your agency:</i> projected costs, savings, fees or revenues resulting from the regulatory change, including:  a) fund source / fund detail;  b) delineation of one-time versus on-going expenditures; and  c) whether any costs or revenue loss can be absorbed within existing resources</p>	<p><b><u>Economics and Personal Finance</u></b>  There is no specific economic impact on state agencies other than the administrative time for the Department of Education to develop and implement the new regulatory language, as well as review programs in colleges and universities that seek program approval.</p> <p>Individuals seeking the endorsement will be required to pay \$50 to add the endorsement. However, the Board approved not requiring the fee for those who receive the add-on economics and school finance course through the grandfathering period.</p> <p><b><u>Dual Language</u></b>  There is no specific economic impact on state agencies other than the administrative time for the Department of Education to develop and implement the new regulatory language, as well as review programs in colleges and universities that seek program approval.</p> <p>Individuals seeking a license with an endorsement in a dual language endorsement will need to meet applicable license fees.</p>
<p><i>For other state agencies:</i> projected costs, savings, fees or revenues resulting from the regulatory change, including a delineation of one-time versus on-going expenditures.</p>	
<p><i>For all agencies:</i> Benefits the regulatory change is designed to produce.</p>	<p><b><u>Economics and Personal Finance</u></b>  The regulation will allow colleges and universities to develop an add-on endorsement program for Board of Education approval in which prospective educators can complete to be endorsed in this area.</p> <p><b><u>Dual Language</u></b>  The regulation will allow colleges and universities to develop programs for Board of Education approval in which prospective educators can complete to become licensed and endorsed to teach dual language in Virginia.</p>

**Impact on Localities**

<p>Projected costs, savings, fees or revenues resulting from the regulatory change.</p>	<p><b><u>Economics and Personal Finance and Dual Language</u></b>  The licensees generally pay for additional endorsements; therefore, the cost does not impact school divisions.</p>
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<p>Benefits the regulatory change is designed to produce.</p>	<p><b><u>Economics and Personal Finance</u></b>                  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.</p> <p><b><u>Dual Language</u></b>                  The dual language programs will provide additional options for individuals who wish to teach dual language.</p>
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**Impact on Other Entities**

<p>Description of the individuals, businesses, or other entities likely to be affected by the regulatory change. If no other entities will be affected, include a specific statement to that effect.</p>	<p><b><u>Economics and Personal Finance</u></b>                  Individuals interested in completing requirements for the Economics and Personal Finance add-on endorsement may complete an approved educator preparation program while attending a college or university.</p> <p><b><u>Dual Language</u></b>                  The dual language programs approved by the Board of Education will be available to individuals who wish to teach dual enrollment courses in the public schools of the Commonwealth.</p>
<p>Agency's best estimate of the number of such entities that will be affected. Include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that:</p> <ul style="list-style-type: none"> <li>a) is independently owned and operated and;</li> <li>b) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.</li> </ul>	<p><b><u>Economics and Personal Finance and Dual Language</u></b>                  No small businesses will be affected.</p>
<p>All projected costs for affected individuals, businesses, or other entities resulting from the regulatory change. Be specific and include all costs including, but not limited to:</p> <ul style="list-style-type: none"> <li>a) projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses;</li> <li>b) specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the regulatory change;</li> <li>c) fees;</li> <li>d) purchases of equipment or services; and</li> <li>e) time required to comply with the requirements.</li> </ul>	<p><b><u>Economics and Personal Finance</u></b>                  Projected costs for individuals will be the \$50 to add the endorsement (free for those receiving the endorsement through grandfathering) and the cost for training or coursework.</p> <p><b><u>Dual Language</u></b>                  There is no specific economic impact on state agencies other than the administrative time for the Department of Education to develop and implement the new regulatory language, as well as review programs in colleges and universities that seek program approval.</p> <p>Individuals seeking a license with an endorsement in a dual language endorsement will need to meet applicable license fees.</p>



	<p>Small business are not impacted by any of the proposed endorsements.</p>
<p>Benefits the regulatory change is designed to produce.</p>	<p><b><u>Economics and Personal Finance</u></b>                  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.</p> <p><b><u>Dual Language</u></b>                  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.</p>

**Alternatives to Regulation**

*Describe any viable alternatives to the regulatory change that were considered, and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the regulatory change. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in § 2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulatory change.*

**Economics and Personal Finance**

The alternative would be to not establish an add-on endorsement in economics and personal finance.

**Dual Language**

The requirement was mandated by the Code of Virginia; therefore, no other alternatives were considered.

**Regulatory Flexibility Analysis**

*Pursuant to § 2.2-4007.1B of the Code of Virginia, describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) establishing less stringent compliance or reporting requirements; 2) establishing less stringent schedules or deadlines for compliance or reporting requirements; 3) consolidation or simplification of compliance or reporting requirements; 4) establishing performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the regulatory change.*

**Economics and Personal Finance**

Flexibility was considered and included in the recommendation. Experienced educators in teaching the course may receive the endorsement through grandfathering with no fee. This is an exception to ensure current teachers are not penalized. Also, the Board approved an implementation plan to allow time before requiring the new endorsement.

**Dual Language**

The requirement was mandated by the Code of Virginia; therefore, no other alternatives were considered. Flexibility, however, was considered by proposing separate endorsements (including add-on endorsements), depending on the specific area of assignment an educator will teach.

**Periodic Review and Small Business Impact Review Report of Findings**

*If you are using this form to report the result of a periodic review/small business impact review that is being conducted as part of this regulatory action, and was announced during the NOIRA stage, indicate whether the regulatory change meets the criteria set out in Executive Order 14 (as amended, July 16, 2018), e.g., is necessary for the protection of public health, safety, and welfare; minimizes the economic impact on small businesses consistent with the stated objectives of applicable law; and is clearly written and easily understandable.*

*In addition, as required by § 2.2-4007.1 E and F of the Code of Virginia, discuss the agency’s consideration of: (1) the continued need for the regulation; (2) the nature of complaints or comments received concerning the regulation; (3) the complexity of the regulation; (4) the extent to which the regulation overlaps, duplicates, or conflicts with federal or state law or regulation; and (5) the length of time since the regulation has been evaluated or the degree to which technology, economic conditions, or other factors have changed in the area affected by the regulation. Also, discuss why the agency’s decision, consistent with applicable law, will minimize the economic impact of regulations on small businesses.*

**Economics and Personal Finance and Dual Language**

There is no impact on small businesses.

**Public Comment**

*Summarize all comments received during the public comment period following the publication of the previous stage, and provide the agency 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.*

**Economics and Personal Finance**

<b>Commenter</b>	<b>Comment</b>	<b>Agency response</b>
Daniel R. Mortensen President and CEO Virginia Council on Economic Education	<b>Remarks to the Virginia Board of Education on March 19, 2020</b>  President Gecker, members of the Board and Dr. Lane – My name is Dan Mortensen, and I am President of the Virginia Council on Economic Education. As many of you know,	The Board of Education revised the proposal prior to approval. The Board of Education increased the number of hours in Economics from three semester hours to six semester hours. Completing a non-college credit institute in economics was approved as an option.

	<p>the Council is a non-profit organization which seeks to ensure that <i>all</i> students graduate from high school economically and financially literate. We work toward this goal by being a resource for teachers and school divisions. Through our affiliated university-based centers for economic education, we provide professional development, classroom resources, and programs for K-12 teachers to assist them in teaching these important subject to their students.</p> <p>On behalf of VCEE, we applaud you and the Department of Education for pursuing an add-on endorsement to teach economics and personal finance at the high school level. We agree that it is important to do so.</p> <p>Virginia is a leader in its efforts to have our students graduate economically and financially literate and has strong Standards of Learning for Economics and Personal Finance—currently, and even more so with some changes being proposed the Standards.</p> <p>For students to benefit from these strong SOLs, they need knowledgeable teachers. Teachers need to have this knowledge and understanding themselves before they can effectively teach their students.</p> <p>We believe the proposal that is on your agenda today for an add-on endorsement is a positive step in that direction. I appreciate being a member of the working group that initiated the proposal. And, I particularly want to acknowledge and thank Patty Pitts for the way in which she managed the process. Patty pulled together a broad-based working group, reflecting many points of view, and she chaired the meeting in a fair manner in order to reach consensus.</p>	
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	<p>We would have preferred a proposal which requires teachers <b>who are new</b> to teaching Economics and Personal Finance to earn more semester hours than the six in economics and six in personal finance. Research shows that many teachers will need more preparation to effectively teach this important course, particularly for those teaching the economics concepts in the course.</p> <p>But we also recognize the importance of not setting the bar too high and creating a teacher shortage. The proposal before you today is the consensus of the working group, and we support it as an appropriate compromise.</p> <p>Since the introduction of the EPF course, VCEE and its network of nine university-based centers have played a key role in assisting EPF teachers with both the content and effective hands-on ways they can teach it effectively. Since 2010, we have served thousands of teachers with Economics Institutes (both online and face to face) and Personal Finance Institutes, as well as other courses and shorter programs. All are provided at no charge to teachers because of generous contributions from the private sector which fully understands the value of this education. We are committed to continuing to provide this professional development— both to assist new teachers who seek certification with the add-on endorsement as well as ongoing assistance to all teachers.</p> <p>Taught well, Virginia’s Economics and Personal Finance class will provide students with essential life skills that will benefit them regardless of their future vocation. This education helps to level the playing field by ensuring that all students are exposed to valuable economic concepts and useful financial knowledge and skills. It</p>	
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	<p>helps in developing productive employees and entrepreneurs, wise consumers and savers, and informed citizens.</p> <p>Thank you for the opportunity to share our thoughts.</p> <p><b>June 3, 2020 – Comments made to the Board of Education</b></p> <p>President Gecker, members of the Board and Dr. Lane – My name is Dan Mortensen, and I am President of the Virginia Council on Economic Education. As many of you know, the Council is a non-profit organization which seeks to ensure that <i>all</i> students graduate from high school economically and financially literate. We work toward this goal by being a resource for teachers and school divisions. Through our affiliated university-based centers for economic education, we provide professional development, classroom resources, and programs for K-12 teachers to assist them in teaching these important subject to their students.</p> <p>On behalf of VCEE, we applaud you and the Department of Education for pursuing an add-on endorsement to teach economics and personal finance at the high school level. Virginia is a leader in its efforts to have our students graduate economically and financially literate and has strong Standards of Learning for Economics and Personal Finance—currently, and even more so with some changes being proposed to the Standards.</p> <p>For students to benefit from these strong SOLs, they need knowledgeable teachers. Teachers need to have this knowledge and understanding themselves before they can effectively teach their students.</p>	
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	<p>We believe the proposal from ABTEL presented at your May 7<sup>th</sup> meeting was a positive step in that direction.</p> <p>We would have preferred a proposal which required teachers <b>who are new</b> to teaching Economics and Personal Finance to earn more semester hours than the six in economics. Research shows that many teachers will need more preparation to effectively teach the micro and macroeconomics concepts in the course. But we also recognize the importance of not setting the bar too high and creating a teacher shortage. Thus we supported that initial proposal as an appropriate compromise which came from the Working Group with a broad array of members and also ABTEL. This includes support for the implementation period and grandfathering those teachers currently teaching the course.</p> <p>In an effort to make the requirements to obtain an EPF Add-on Endorsement as reasonable as possible for teachers, and in deference to Dr. Lane's suggestion, we can further agree to reduce the requirement to three semester hours in personal finance and allow a teacher to substitute a non-credit course of 45 hours as described in the proposal endorsed by ABTEL.</p> <p>However, we cannot support any further reduction of the six semester hours for economics and urge you to keep this at the level proposed by the Working Group and ABTEL.</p> <p>To ensure that teachers are exposed to all of the economics content covered in the EPF SOL, they need a course in microeconomics and in macroeconomics. I'm not aware of any university which offers both in a single course.</p>	
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	<p>While one goal of adopting an Add-on Endorsement for EPF is to allow greater flexibility so that more teachers can teach this course, I hope we don't lose sight that teacher competency is also a key goal. Several research studies have found that teachers generally needed four or more courses (12 semester hours) to achieve significant gains in <b>student learning</b>. A requirement of three semester hours will, by all accounts, be below what teachers need for minimal competency to cover the micro and macroeconomics concepts in the EPF course. This won't benefit students or seem fair to teachers who are asked to teach it.</p> <p>With a reduction in just the personal finance requirement, the EPF Add-On proposal would only require nine semester hours. Considering that this Add-On Endorsement covers two separate bodies of knowledge (economics and personal finance) this is substantially below the 12 to 15 college semester hours that seem standard for most every Add-on Endorsement. For example: Gifted Education – 12 semester hours of graduate-level coursework in gifted education; Journalism requires 15 semester hours; and Speech Communications requires 15 semester hours in speech communication. Changing the EPF Add-On proposal to only require six hours sends the wrong message about the value we put on students learning the life skills in this course. Since the existence of the EPF course, VCEE and its network of eight university-based centers have played a key role in assisting EPF teachers with both the content and effective hands-on ways they can teach it effectively.</p> <p>Since 2010, we have served thousands of teachers with Economics Institutes (both online</p>	
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	<p>and face to face) and Personal Finance Institutes, as well as other courses and shorter programs. All are provided at no charge to teachers because of generous contributions from the private sector which fully understands the value of this education. We are committed to continuing to provide this professional development, assisting new teachers who seek certification with the add-on endorsement, and providing ongoing assistance to all teachers.</p> <p>Taught well, Virginia’s economics and personal finance class will provide students with essential life skills that will benefit them regardless of their future vocation.</p> <p>This education helps to level the playing field by ensuring that all students are exposed to valuable economic concepts and useful financial knowledge and skills. It helps in developing productive employees and entrepreneurs, wise consumers and savers, and informed citizens.</p> <p>Again, thank you very much for your consideration.</p> <p><b>June 19, 2020 – Comments to the Board of Education</b></p> <p>Dear Members of the Board of Education:</p> <p>Thank you for your vote yesterday on the proposal to establish an Economics and Personal Finance Add-On Endorsement.</p> <p>I believe the approach you proposed for <b>economics</b> which requires six semester hours for economic <b>or</b> a non-credit course of 45 hours is a very appropriate compromise which will help improve teacher competency while also providing the necessary</p>	
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	<p>flexibility which Dr. Lane seeks. VCEE supports this compromise.</p> <p>If a teacher who is new to teaching Economics and Personal Finance has had two economics courses in college (six semester hours) they will meet the economics requirement to teach this course. In all probability this will be a course in microeconomics and another in macroeconomics and thus, they should have some foundation in all of the economics concepts in the Economics and Personal Finance (EPF) course.</p> <p>If they haven't had micro and macroeconomics in college, they can meet the economics portion of the requirement with a 45-hour non-credit course approved by the Virginia Department of Education (VDOE.) VDOE approval will ensure that the non-credit course is covering all of the economics-related competencies in the EPF course and will be specifically tailored to helping teachers teach the EPF course.</p> <p>For its part, the Virginia Council on Economic Education (VCEE) has provided a number of face-to-face, hybrid and online Economics institutes for teachers over the last ten years. It plans to do so going forward and believes VDOE will recognize these non-credit courses as meeting the economics portion of the EPF Add-On Endorsement. In addition to the face-to-face institutes, VCEE has always provided one or more online institutes in the summer and will continue to do so. It will also provide additional online institutes throughout the year, if there is sufficient demand.</p> <p>VCEE has also provided a large number of face-to-face Personal Finance institutes for the past ten years, and this summer, two <b>online</b> Personal Finance institutes are being conducted. Going forward,</p>	
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	<p>VCEE plans to continue to meet the demand for teachers needing a 45-hour non-credit course in personal finance in both a face-to-face and online format, with additional online institutes conducted throughout the year, if needed.</p> <p>As proposed by the Board, teachers currently teaching EPF can be grandfathered. Teachers who are new to teaching EPF can become certified by taking two approved non-credit courses (one in economics and one in personal finance), if they don't have the necessary college courses (six semester hours in economics and three semester hours in personal finance.) <b>And there will be a two-year transition period.</b></p> <p>While we believe more education in the content will be ideal for many teachers in order to have the knowledge needed to effectively teach the EPF course, we believe they can obtain this on their own. VCEE will continue to encourage and assist teachers in this regard. However, the Board's proposal for the requirements to obtain an Add-On Endorsement is a meaningful step forward in ensuring appropriate foundational knowledge, while also providing flexibility for teachers and school divisions to obtain this credential. We support your proposal and thank you for your efforts to craft such a balanced approach.</p>	
<p><b>Dual Language</b></p>	<p><b>No public comment was received.</b></p>	

## Public Participation

*Indicate how the public should contact the agency to submit comments on this regulation, and whether a public hearing will be held, by completing the text below.*

The Department of Education is providing an opportunity for comments on this regulatory proposal, including but not limited to (i) the costs and benefits of the regulatory proposal, (ii) any alternative approaches, (iii) the potential impacts of the regulation, and (iv) the agency's regulatory flexibility analysis stated in that section of this background document.

Anyone wishing to submit written comments for the public comment file may do so through the Public Comment Forums feature of the Virginia Regulatory Town Hall web site at: <https://townhall.virginia.gov>. Comments may also be submitted by mail, email or fax to Tara McDaniel, Director of Teacher Education, [Tara.McDaniel@doe.virginia.gov](mailto:Tara.McDaniel@doe.virginia.gov). In order to be considered, comments must be received by 11:59 pm on the last day of the public comment period.

A public hearing will not be held following the publication of this stage.

## Detail of Changes

*List all regulatory changes and the consequences of the changes. Explain the new requirements and what they mean rather than merely quoting the text of the regulation. 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. Use all tables that apply, but delete inapplicable tables.*

*If an existing VAC Chapter(s) is being amended or repealed, use Table 1 to describe the changes between existing VAC Chapter(s) and the proposed regulation. If existing VAC Chapter(s) or sections are being repealed and replaced, ensure Table 1 clearly shows both the current number and the new number for each repealed section and the replacement section.*

**Table 1: Changes to Existing VAC Chapter(s)**

Current chapter-section number	New chapter-section number, if applicable	Current requirements in VAC	Change, intent, rationale, and likely impact of new requirements
N/A			

*If a new VAC Chapter(s) is being promulgated and is not replacing an existing Chapter(s), use Table 2.*

Table 2: Promulgating New VAC Chapter(s) without Repeal and Replace

**Economics and Personal Finance**

New chapter-section number	New requirements to be added to VAC	Other regulations and laws that apply	Change, intent, rationale, and likely impact of new requirements
8VAC20-542-275	<p><b>8VAC20-542-275. Economics and Personal Finance (Add-On Endorsement).</b></p> <p><b>The program in Economics and Personal Finance shall ensure that the candidate holds an active license (Collegiate Professional License, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:</b></p> <p><b>1. Understanding and demonstration of the required knowledge, skills, and processes to support learners in achievement of the Economics and Personal Finance Virginia Standards of Learning, including:</b></p> <p><b>a. integration of economic concepts and structures, including how consumers, businesses and governments face scarcity of resources and make trade-offs and incur opportunity costs;</b></p> <p><b>b. role of producers and consumers in a market economy including response to incentives, the role of entrepreneurs and how costs and revenues affect profit and supply;</b></p>	<p>Individuals who seek this endorsement must already hold a teaching license.</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 completing training in economics and personal finance.</p>

	<p>c. the price system;</p> <p>d. factors that affect income;</p> <p>e. nation’s economic goals, including full employment, stable prices, and economic growth;</p> <p>f. nation’s financial system;</p> <p>g. monetary and fiscal policy;</p> <p>h. role of government in a market economy;</p> <p>i. global economy including trade and comparative advantage;</p> <p>j. consumer skills;</p> <p>k. planning for living and leisure expenses;</p> <p>l. banking transactions;</p> <p>m. credit and loan functions;</p> <p>n. role of insurance in risk management;</p> <p>o. income earning, taxes, and reporting;</p> <p>p. personal financial planning;</p> <p>q. investment and savings planning;</p> <p>r. financing postsecondary education (including the Free Application for Federal Student Aid (FAFSA); and</p> <p><b>2. Understanding and knowledge of teaching in an online or blended learning environment.</b></p>		
	<p>Implementation of the add-on endorsement:</p>		<p>The implementation plan provides a smooth</p>

	<p><u>Teachers (Grandfathering)</u></p> <p>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"> <li>• 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</li> <li>• receives the recommendation from the Virginia school division superintendent where the individual is employed at the time of the request.</li> </ul> <p><u>Current Teachers</u></p> <p>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</p>		<p>transition to the add-on endorsement.</p>
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	<p>endorsement(s) on their license.</p> <p><u>Transition Period for the Endorsement</u></p> <p>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>		
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**Dual Language Endorsements**

<b>New chapter-section number</b>	<b>New requirements to be added to VAC</b>	<b>Other regulations and laws that apply</b>	<b>Change, intent, rationale, and likely impact of new requirements</b>
8VAC20-543-90	<p><b>8VAC20-543-90. Professional Studies Requirements for Early/Primary Education, Elementary Education, <u>Dual Language</u>, and Middle Education.</b></p> <p>Professional studies requirements for early/primary education, elementary education, <u>dual language</u>, and middle education:</p> <p><b>1. Human development and learning (birth through adolescence).</b></p> <p>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.</p> <p>b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and</p>	<p><b>The Regulations Governing the Review and Approval of Programs in Virginia is a companion document to the Licensure Regulations for School Personnel.</b></p>	<p>Individual interested in teaching dual language will not be required to hold both an elementary endorsement and an endorsement in world language.</p>

	<p>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 neglect and other adverse childhood experiences; and family disruptions.</p> <p><b>2. Curriculum and instruction.</b></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</p>		
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	<p>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>		
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	<p><u>b. Dual language preK-6 curriculum and instruction</u></p> <p><u>(1) Skills in this area shall contribute to an understanding of the principles of learning; <b>dual language acquisition; theories of second language acquisition</b>; 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.</u></p> <p><u>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</u></p> <p><u>(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.</u></p> <p><u>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</u></p> <p><u>(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)</u></p>		
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	<p><u>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.</u></p> <p><u>(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</u></p> <p><u>(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.</u></p> <p><u>(8) Demonstrated proficiency in the use of educational technology for instruction shall be required.</u></p> <p><u>(9) Pre-student teaching experiences (field experiences) should be evident within these skills.</u></p> <p>bc. 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 diverse learners including English learners, gifted and talented students, and students with disabilities, and</p>		
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	<p>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><b>3. Classroom and behavior management.</b>          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. 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</p>		
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	<p>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><b>4. Assessment of and for learning.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> </ul> <p><b>5. Foundations of education and the teaching profession.</b></p> <ul style="list-style-type: none"> <li>a. Skills in this area shall be designed to develop an understanding of the</li> </ul>		
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	<p>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><b>6. Language and Literacy.</b></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 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</p>		
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	<p>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 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><u>b. Dual language (English) PreK-6 - language acquisition and reading and writing. 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.</u></p> <p><u>(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.</u></p> <p><u>(2) Literacy development (reading and writing): Skills in this area shall be designed to impart a thorough understanding of strategies for integration of content, literacy, and language development, researched-based strategies for</u></p>		
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	<p><u>differentiating instruction for language development; and language and cognitive support or scaffolding bases on the various strategies of the language and literacy acquisition process. 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 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.</u></p> <p><u>c. Dual Language (Target Language) PreK-6 - language acquisition and bilingual literacy development. 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.</u></p> <p><u>(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</u></p>		
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	<p><u>phonetics, semantics, syntax, morphology, phonology, and pragmatics.</u></p> <p><u>(2) Bilingual literacy development: Skills in this area shall be designed to impart a thorough understanding of strategies for integration of content, literacy, and language development, researched-based strategies for differentiating instruction for dual language; and language and cognitive support or scaffolding bases on the various strategies of the second language acquisition process. 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 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.</u></p> <p><u>bd. Middle education - language acquisition and reading development and literacy in the content areas.</u></p> <p><u>(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.</u></p>		
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	<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 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><b>7. Supervised clinical experiences.</b> 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><b>8VAC20-543-274</b></p>	<p><b>8VAC20-543-274</b>  <u><b>Dual Language (English) Endorsement PreK-6.</b></u></p> <p><u>The programs in Dual Language (English) preK-6 shall ensure that the candidate has demonstrated the following competencies. National standards in dual language are to be addressed in the program.</u></p>		

	<p><u>1. Methods.</u></p> <p><u>a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;</u></p> <p><u>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</u></p> <p><u>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;</u></p> <p><u>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</u></p> <p><u>e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;</u></p> <p><u>f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;</u></p> <p><u>g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;</u></p> <p><u>h. The ability to use formal and informal assessments to diagnose needs, plan and</u></p>		
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	<p><u>modify instruction, and record student progress;</u></p> <p><u>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</u></p> <p><u>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</u></p> <p><u>k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and</u></p> <p><u>l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.</u></p> <p><u>2. Knowledge and skills.</u></p> <p><u>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in elementary</u></p> <p><u>:</u></p> <p><u>(1) Assessment and diagnostic teaching. The individual shall:</u></p> <p><u>(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition,</u></p>		
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	<p><u>decoding, fluency, vocabulary, reading level, and comprehension; and</u></p> <p><u>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</u></p> <p><u>(2) Communication: speaking, listening, and media literacy. The individual shall:</u></p> <p><u>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</u></p> <p><u>(b) Be proficient in developing students' phonological awareness skills;</u></p> <p><u>(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;</u></p> <p><u>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</u></p>		
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	<p><u>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</u></p> <p><u>(3) Reading and literature. The individual shall:</u></p> <p><u>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;</u></p> <p><u>(b) Be proficient in strategies to increase vocabulary and concept development;</u></p> <p><u>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</u></p> <p><u>(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;</u></p> <p><u>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</u></p>		
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	<p><u>(f) Demonstrate the ability to develop comprehension skills in all content areas;</u></p> <p><u>(g) Demonstrate the ability to foster appreciation of a variety of literature;</u></p> <p><u>(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and</u></p> <p><u>(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.</u></p> <p><u>(4) Writing. The individual shall:</u></p> <p><u>(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;</u></p> <p><u>(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling</u></p>		
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	<p><u>instruction, including awareness of the purpose and limitations of "invented spelling";</u></p> <p><u>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</u></p> <p><u>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</u></p> <p><u>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</u></p> <p><u>b. Mathematics.</u></p> <p><u>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology</u></p>		
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	<p><u>and concrete materials should be used within the following content:</u></p> <p><u>(a) Number systems and their structure, basic operations, and properties;</u></p> <p><u>(b) Elementary number theory, ratio, proportion, and percent;</u></p> <p><u>(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;</u></p> <p><u>(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and</u></p> <p><u>(e) Probability and statistics: permutations and combinations; experimental and</u></p>		
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	<p><u>theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.</u></p> <p><u>(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.</u></p> <p><u>(3) Understanding of the multiple representations of mathematical concepts and procedures.</u></p> <p><u>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</u></p> <p><u>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</u></p> <p><u>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</u></p> <p><u>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</u></p>		
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	<p><u>c. History and social sciences.</u></p> <p><u>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</u></p> <p><u>(a) History.</u></p> <p><u>(i) The contributions of ancient civilizations to modern social and political institutions;</u></p> <p><u>(ii) Major events in Virginia history from 1607 to the present;</u></p> <p><u>(iii) Key individuals, documents, and events in United States history; and</u></p> <p><u>(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.</u></p> <p><u>(b) Geography.</u></p>		
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	<p><u>(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;</u></p> <p><u>(ii) The relationship between human activity and the physical environment in the community and the world;</u> <u>and</u></p> <p><u>(iii) Physical processes that shape the surface of the earth.</u></p> <p><u>(c) Civics.</u></p> <p><u>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</u></p> <p><u>(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;</u></p>		
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	<p><u>(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and</u></p> <p><u>(iv) Local government and civics instruction specific to Virginia.</u></p> <p><u>(d) Economics.</u></p> <p><u>(i) The basic economic principles that underlie the United States market economy;</u></p> <p><u>(ii) The role of the individual and how economic decisions are made in the market place; and</u></p> <p><u>(iii) The role of government in the structure of the United States economy.</u></p> <p><u>(2) Understanding of the nature of history and social sciences and how the study of the</u></p>		
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	<p><u>disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:</u></p> <p><u>(a) Using artifacts and primary and secondary sources to understand events in history;</u></p> <p><u>(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;</u></p> <p><u>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</u></p> <p><u>(d) Asking appropriate questions and summarizing points to answer a question;</u></p> <p><u>(e) Comparing and contrasting people, places, and events in history;</u></p> <p><u>(f) Recognizing direct cause and effect relationships in history;</u></p> <p><u>(g) Explaining connections across time and place;</u></p> <p><u>(h) Using a decision-making model to identify costs and benefits of a specific choice made;</u></p> <p><u>(i) Practicing good citizenship skills and respect for rules and</u></p>		
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	<p><u>laws, and participating in classroom activities; and</u></p> <p><u>(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.</u></p> <p><u>d. Science.</u></p> <p><u>(1) Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.</u></p> <p><u>(2) Understanding of the nature of science and scientific inquiry, including the following:</u></p> <p><u>(a) Function of research design and experimentation;</u></p> <p><u>(b) Role and nature of the theory in explaining and predicting events and phenomena;</u></p> <p><u>(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;</u></p>		
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	<p><u>(d) Reliability of scientific knowledge and its constant scrutiny and refinement;</u></p> <p><u>(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and</u></p> <p><u>(f) Assumptions, influencing conditions, and limits of empirical knowledge.</u></p> <p><u>(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:</u></p> <p><u>(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;</u></p> <p><u>(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;</u></p> <p><u>(c) Conduct research projects and experiments, including applications of the design process and technology;</u></p> <p><u>(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;</u></p> <p><u>(e) Organize key science content, skills, and</u></p>		
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	<p><u>practices into meaningful units of instruction that actively engage students in learning;</u></p> <p><u>(f) Design instruction to meet the needs of diverse learners using a variety of techniques;</u></p> <p><u>(g) Evaluate instructional materials, technologies, and teaching practices;</u></p> <p><u>(h) Conduct formative and summative assessments of student learning;</u></p> <p><u>(i) Incorporate instructional technology to enhance student performance in science; and</u></p> <p><u>(j) Ensure student competence in science.</u></p> <p><u>(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.</u></p> <p><u>(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:</u></p> <p><u>(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;</u></p>		
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<p>8VAC20-543-275</p>	<p>8VAC20-543-275  <u>Dual Language (English) PreK-6 (Add-on Endorsement)</u></p> <p>A. <u>The Dual Language (English) preK-6 endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement may teach in dual language (English) in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education preK-6). Even though individuals holding a valid Virginia teaching license with an elementary education endorsement in the assigned dual language (English)</u></p>	<p><u>(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;</u></p> <p><u>(c) The application of key science principles to solve practical problems; and</u></p> <p><u>(d) A "systems" understanding of the natural world.</u></p> <p><u>(6) Understanding of the contributions and significance of science including:</u></p> <p><u>(a) Its social, cultural, and economic significance;</u></p> <p><u>(b) The relationship of science to mathematics, the design process, and technology; and</u></p> <p><u>(c) The historical development of scientific concepts and scientific reasoning.</u></p>	
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	<p><u>assignment do not need the Dual Language (English) preK-6 Add-on Endorsement, the endorsement recognizes the candidate's additional preparation in Dual Language (English) preparation.</u></p> <p>B. <u>The program in dual language (English) preK-6 add-on endorsement shall ensure that the candidate holds a baccalaureate degree from a regionally accredited college or university and an active teaching license with an elementary education endorsement issued by the Virginia Board of Education and has demonstrated the following competencies and completed a 45-clock-hour practicum in dual language (English) from a regionally accredited college or university. One year of successful, full-time teaching experience in a public school or accredited nonpublic school in dual language (English) may be accepted in lieu of the practicum.</u></p> <ol style="list-style-type: none"> <li>1. <u>Skills in this area shall contribute to an understanding of the principles of learning; <b>dual language acquisition; theories of second language acquisition</b>; 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.</u></li> <li>2. <u>Understanding of the principles of online learning and online</u></li> </ol>		
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	<p><u>instructional strategies and the application of skills to deliver online instruction shall be included.</u></p> <p>3. <u>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.</u></p> <p>4. <u>Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</u></p> <p>5. <u>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 Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</u></p> <p>6. <u>Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</u></p> <p>7. <u>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</u></p>		
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<p><b>8VAC20-543-276</b></p>	<p style="text-align: center;"><u>promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.</u></p> <p><b>8. <u>Demonstrated proficiency in the use of educational technology for instruction shall be required.</u></b></p> <p><b>8VAC20-543-276</b>  <b><u>Dual Language (Target Language) Endorsement PreK-6.</u></b></p> <p>A. <u>The programs in Dual Language (Target Language) preK-6 shall ensure that the candidate has demonstrated the following competencies. National standards in dual language are to be addressed in the program.</u></p> <p>B. <u>Individuals must have demonstrated proficiency in the World Language by completing a major in the Target Language; or 12 semester hours in the Target Language above the intermediate level that must include composition, literature, and conversation; or a qualifying score(s) on a foreign language assessment in the Target Language as prescribed by the Virginia Board of Education.</u></p> <p><u>1. Methods.</u></p> <p style="padding-left: 40px;"><u>a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;</u></p> <p style="padding-left: 40px;"><u>b. Understanding of current research on the brain, its role in learning, and implications for instruction;</u></p> <p style="padding-left: 40px;"><u>c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama,</u></p>		
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	<p><u>movement, and technology in learning experiences;</u></p> <p><u>d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;</u></p> <p><u>e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;</u></p> <p><u>f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;</u></p> <p><u>g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;</u></p> <p><u>h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;</u></p> <p><u>i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;</u></p> <p><u>j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and</u></p> <p><u>k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and</u></p> <p><u>l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill</u></p>		
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	<p><u>competence within each child's zone of proximal development.</u></p> <p><u>2. Knowledge and skills.</u></p> <p><u>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in elementary</u></p> <p><u>(1) Assessment and diagnostic teaching. The individual shall:</u></p> <p><u>(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and</u></p> <p><u>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</u></p> <p><u>(2) Communication: speaking, listening, and media literacy. The individual shall:</u></p> <p><u>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication,</u></p>		
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	<p><u>such as speaking, listening, and media literacy;</u></p> <p><u>(b) Be proficient in developing students' phonological awareness skills;</u></p> <p><u>(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;</u></p> <p><u>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</u></p> <p><u>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</u></p> <p><u>(3) Reading and literature. The individual shall:</u></p> <p><u>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes,</u></p>		
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	<p><u>word analysis, and decoding skills;</u></p> <p><u>(b) Be proficient in strategies to increase vocabulary and concept development;</u></p> <p><u>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</u></p> <p><u>(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;</u></p> <p><u>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</u></p> <p><u>(f) Demonstrate the ability to develop comprehension skills in all content areas;</u></p> <p><u>(g) Demonstrate the ability to foster appreciation of a variety of literature;</u></p> <p><u>(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and</u></p>		
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	<p><u>(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.</u></p> <p><u>(4) Writing. The individual shall:</u></p> <p><u>(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;</u></p> <p><u>(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";</u></p> <p><u>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</u></p>		
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	<p><u>(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</u></p> <p><u>(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.</u></p> <p><u>b. Mathematics.</u></p> <p><u>(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:</u></p> <p><u>(a) Number systems and their structure, basic operations, and properties;</u></p> <p><u>(b) Elementary number theory, ratio, proportion, and percent;</u></p> <p><u>(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and</u></p>		
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	<p><u>quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;</u></p> <p><u>(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and</u></p> <p><u>(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.</u></p> <p><u>(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.</u></p>		
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	<p><u>(3) Understanding of the multiple representations of mathematical concepts and procedures.</u></p> <p><u>(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.</u></p> <p><u>(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.</u></p> <p><u>(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.</u></p> <p><u>(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.</u></p> <p><u>c. History and social sciences.</u></p> <p><u>(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:</u></p> <p><u>(a) History.</u></p>		
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	<p><u>(i) The contributions of ancient civilizations to modern social and political institutions;</u></p> <p><u>(ii) Major events in Virginia history from 1607 to the present;</u></p> <p><u>(iii) Key individuals, documents, and events in United States history; and</u></p> <p><u>(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.</u></p> <p><u>(b) Geography.</u></p> <p><u>(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;</u></p> <p><u>(ii) The relationship between human activity and the physical environment in the community</u></p>		
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	<p><u>and the world;</u> <u>and</u></p> <p><u>(iii) Physical processes that shape the surface of the earth.</u></p> <p><u>(c) Civics.</u></p> <p><u>(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;</u></p> <p><u>(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;</u></p> <p><u>(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and</u></p> <p><u>(iv) Local government and</u></p>		
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	<p><u>civics instruction specific to Virginia.</u></p> <p><u>(d) Economics.</u></p> <p><u>(i) The basic economic principles that underlie the United States market economy;</u></p> <p><u>(ii) The role of the individual and how economic decisions are made in the market place; and</u></p> <p><u>(iii) The role of government in the structure of the United States economy.</u></p> <p><u>(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:</u></p> <p><u>(a) Using artifacts and primary and secondary sources to understand events in history;</u></p> <p><u>(b) Using geographic skills to explain the interaction of people, places, and events to support an</u></p>		
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	<p><u>understanding of events in history;</u></p> <p><u>(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;</u></p> <p><u>(d) Asking appropriate questions and summarizing points to answer a question;</u></p> <p><u>(e) Comparing and contrasting people, places, and events in history;</u></p> <p><u>(f) Recognizing direct cause and effect relationships in history;</u></p> <p><u>(g) Explaining connections across time and place;</u></p> <p><u>(h) Using a decision-making model to identify costs and benefits of a specific choice made;</u></p> <p><u>(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and</u></p> <p><u>(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.</u></p> <p><u>d. Science.</u></p> <p><u>(1) Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics</u></p>		
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	<p><u>as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.</u></p> <p><u>(2) Understanding of the nature of science and scientific inquiry, including the following:</u></p> <p style="padding-left: 40px;"><u>(a) Function of research design and experimentation;</u></p> <p style="padding-left: 40px;"><u>(b) Role and nature of the theory in explaining and predicting events and phenomena;</u></p> <p style="padding-left: 40px;"><u>(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;</u></p> <p style="padding-left: 40px;"><u>(d) Reliability of scientific knowledge and its constant scrutiny and refinement;</u></p> <p style="padding-left: 40px;"><u>(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and</u></p> <p style="padding-left: 40px;"><u>(f) Assumptions, influencing conditions, and limits of empirical knowledge.</u></p>		
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	<p><u>(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:</u></p> <p><u>(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;</u></p> <p><u>(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;</u></p> <p><u>(c) Conduct research projects and experiments, including applications of the design process and technology;</u></p> <p><u>(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;</u></p> <p><u>(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;</u></p> <p><u>(f) Design instruction to meet the needs of diverse learners using a variety of techniques;</u></p> <p><u>(g) Evaluate instructional materials, technologies, and teaching practices;</u></p> <p><u>(h) Conduct formative and summative</u></p>		
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	<p><u>assessments of student learning;</u></p> <p><u>(i) Incorporate instructional technology to enhance student performance in science; and</u></p> <p><u>(j) Ensure student competence in science.</u></p> <p><u>(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.</u></p> <p><u>(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:</u></p> <p><u>(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;</u></p> <p><u>(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;</u></p> <p><u>(c) The application of key science principles to solve practical problems; and</u></p> <p><u>(d) A "systems" understanding of the natural world.</u></p>		
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<p>8VAC20-543-277</p>	<p><u>(6) Understanding of the contributions and significance of science including:</u></p> <p><u>(a) Its social, cultural, and economic significance;</u></p> <p><u>(b) The relationship of science to mathematics, the design process, and technology; and</u></p> <p><u>(c) The historical development of scientific concepts and scientific reasoning.</u></p> <p><b><u>Dual Language (Target Language) PreK-6 (Add-on Endorsement)</u></b></p> <p>A. <u>The Dual Language (Target Language) preK-6 add-on endorsement is to teach dual language in a World Language other than English. The target language will be noted on the endorsement.</u></p> <p>B. <u>The program in dual language (Target Language) preK-6 add-on endorsement shall ensure that the candidate holds a baccalaureate degree from a regionally accredited college or university and an active teaching license with an endorsement in a Target Language issued by the Virginia Board of Education and has demonstrated the following competencies and completed a 45-clock-hour practicum in dual language (Target Language) from a regionally accredited college or university. One year of successful, full-time teaching experience in a public school or accredited nonpublic school in dual language (Target Language) may be accepted in lieu of the practicum.</u></p>		
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	<ol style="list-style-type: none"> <li>1. <u>Skills in this area shall contribute to an understanding of the principles of learning; <b>dual language acquisition; theories of second language acquisition; dual language design/assessment</b>, 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.</u></li> <li>2. <u>Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</u></li> <li>3. <u>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.</u></li> <li>4. <u>Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</u></li> <li>5. <u>Study in (i) methods of improving communication between schools and families; (ii) communicating</u></li> </ol>		
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	<p><u>with families regarding social and instructional needs of children;</u>  <u>(iii) ways of increasing family engagement in student learning at home and in school;</u>  <u>(iv) the Virginia Standards of Learning;</u>  <u>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.</u></p> <p>6. <u>Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</u></p> <p>7. <u>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.</u></p> <p>8. <u>Demonstrated proficiency in the use of educational technology for instruction shall be required, and</u></p> <p>C. <u>The candidate must complete the following:</u></p> <p><u>Passed the rigorous elementary education assessment prescribed by the Board of Education or completed the following coursework:</u></p> <p>a. <u>Mathematics-9 semester hours in mathematics that must include methods of teaching elementary mathematics;</u></p>		
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	<p>b. <u>Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;</u></p> <p>c. <u>History and Social Sciences: United States history-3 semester hours; geography, economics, or United States or comparative government-3 semester hours; and methods of teaching elementary history and social sciences-3 semester hours</u></p>		
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If the regulatory change is replacing an **emergency regulation**, and the proposed regulation is identical to the emergency regulation, complete Table 1 and/or Table 2, as described above.

If the regulatory change is replacing an **emergency regulation**, but changes have been made since the emergency regulation became effective, also complete Table 3 to describe the changes made since the emergency regulation.

**Table 3: Changes to the Emergency Regulation**

Emergency chapter-section number	New chapter-section number, if applicable	Current <u>emergency</u> requirement	Change, intent, rationale, and likely impact of new or changed requirements since emergency stage
N/A			