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Final Regulation Agency Background Document

Agency name	Virginia Board of Education
Virginia Administrative Code (VAC) Chapter citation(s)	8VAC20-23
VAC Chapter title(s)	Licensure Regulations for School Personnel
Action title	Revisions to the Licensure Regulations for School Personnel to Comport with 2018 Legislation
Date this document prepared	May 23, 2022

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.

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 for School Personnel. This regulatory action aligns the *Licensure Regulations for School Personnel* ([8VAC20-23](#)) with the legislative requirements.

Acronyms and Definitions

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

"Board" means the Virginia Board of Education.

Statement of Final Agency Action

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

The Board approved this action on June 15, 2022.

Mandate and Impetus

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

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 for School Personnel* ([8VAC20-23](#)).

Legal Basis

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

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

The Board's regulatory authority over licensing requirements for school personnel is found in § [22.1-253.13:2](#) A of the *Code of Virginia*, which states that "[t]he Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel." See also § [22.1-298.1](#) B (stating that "[t]he Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license.").

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 for School Personnel* ([8VAC20-23](#)).

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.

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 for School Personnel* ([8VAC20-23](#)). 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.

The proposed regulations will make revisions to professional studies requirements and add new endorsements listed below:

- 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.

The primary advantage of this regulatory action is that it enacts the requirements set by the Virginia General Assembly and the Governor of Virginia. The endorsements will allow additional options for individuals seeking endorsements to teach elementary dual language classes.

There are no disadvantages of this regulatory action to the agency, the public, or the Commonwealth.

Requirements More Restrictive than Federal

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

There are no applicable federal requirements.

Agencies, Localities, and Other Entities Particularly Affected

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

There are no changes to previously reported information.

Other State Agencies Particularly Affected

There are no other state agencies that are particularly affected.

Localities Particularly Affected

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

Other Entities Particularly Affected

Individuals who wish to teach in a dual language program will need the required endorsement.

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.

Commenter	Comment	Agency response
Marcus Squires	Supports the regulatory action.	The agency thanks the commenter for participating in the public rulemaking and for supporting the regulatory action.

Detail of Changes Made Since the Previous Stage

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

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



Detail of All Changes Proposed in this Regulatory Action

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

Current chapter-section number	New chapter-section number, if applicable	Current requirements in VAC	Change, intent, rationale, and likely impact of new requirements Changes highlighted in yellow.
8VAC20-23-130	N/A	<p>Professional studies requirements for early/primary education, elementary education, and middle education: 21 semester hours. These requirements may be taught in integrated coursework or modules.</p> <p>1. Human development and learning (birth through adolescence): 3 semester hours.</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 cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, 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>Professional studies requirements for early/primary education, elementary education, and middle education: 21 semester hours. These requirements may be taught in integrated coursework or modules.</p> <p>1. Human development and learning (birth through adolescence): 3 semester hours.</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 cognitive- should be incorporated to include skills contributing to an understanding of developmental</p>

		<p>2. Curriculum and instruction: 3 semester hours.</p> <p>a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.</p> <p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of</p>	<p>disabilities and developmental issues related to, 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>2. Curriculum and instruction: 3 semester hours.</p> <p>a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant</p>
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		<p>increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p> <p>(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p> <p>(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.</p> <p>(8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p> <p>(9) Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p>b. Middle education 6-8 curriculum and instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the</p>	<p>curriculum and pedagogy.</p> <p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional 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</p>
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		<p>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 evaluation of pupil performance.</p> <p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and shall be appropriate for the middle education endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.</p> <p>(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and</p>	<p>of Education's Office of Humanities and Early Childhood shall be included.</p> <p>(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.</p> <p>(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.</p> <p>(8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p>
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		<p>the use of automated external defibrillators shall be included.</p> <p>(7) Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p>3. Classroom and behavior management: 3 semester hours.</p> <p>a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p> <p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.</p> <p>c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.</p> <p>d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included.</p> <p>e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.</p> <p>4. Assessment of and for learning: 3 semester hours.</p> <p>a. Skills in this area shall be designed to develop an</p>	<p>(9) Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p>b. Middle education 6-8 curriculum and instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and evaluation of pupil performance.</p> <p>(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and shall be appropriate for the middle education endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student</p>
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		<p>understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.</p> <p>b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand and help students understand their own progress and growth shall be included.</p> <p>c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.</p> <p>d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.</p> <p>e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education, such as diagnostic, college admission exams, industry certifications, and placement assessment shall be included.</p> <p>5. Foundations of education and the teaching profession: 3 semester hours.</p>	<p>engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.</p> <p>(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.</p> <p>(7) Pre-student teaching experiences (field experiences) should be evident within these skills.</p> <p><u>c. Dual Language curriculum and</u></p>
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		<p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p> <p>6. Language and literacy: 6 semester hours.</p> <p>a. Early/primary preK-3 and elementary education preK-6 - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>(1) Language acquisition: 3 semester hours. Skills in this area</p>	<p>instruction: 3 semester hours.</p> <p>(1) Skills in this area shall contribute to an understanding of the principles of learning; dual language acquisition; theories of second language acquisition; 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,</p>
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		<p>shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p> <p>(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.</p> <p>b. Middle education - language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours.</p> <p>(1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include</p>	<p>and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.</p> <p>(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.</p> <p>(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; (v) English Language Development Standards (WIDA) and (vi) Virginia Foundation Blocks for Early Learning; Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.</p> <p>(6) Early childhood educators shall understand the role of families in child development and in</p>
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		<p>proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.</p> <p>(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.</p> <p>7. Supervised clinical experiences. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A</p>	<p><u>relation to teaching educational skills.</u> <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> <u>(8) Demonstrated proficiency in the use of educational technology for instruction shall be required.</u> <u>(9) Pre-student teaching experiences (field experiences) should be evident within these skills.</u></p> <p>3. Classroom and behavior management: 3 semester hours.</p> <p>a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and</p>
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		<p>fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.</p>	<p>maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p> <p>b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.</p> <p>c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.</p> <p>d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included.</p> <p>e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.</p> <p>4. Assessment of and for learning: 3 semester hours.</p> <p>a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid</p>
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			<p>and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.</p> <p>b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand and help students understand their own progress and growth shall be included.</p> <p>c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.</p> <p>d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement</p>
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			<p>goal-setting as related to teacher evaluation and determining student academic progress shall be included.</p> <p>e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education, such as diagnostic, college admission exams, industry certifications, and placement assessment shall be included.</p> <p>5. Foundations of education and the teaching profession: 3 semester hours.</p> <p>a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.</p> <p>b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of</p>
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			<p>schools, including the roles of teachers and schools in communities, shall be included.</p> <p>c. Professionalism and ethical standards, as well as personal integrity shall be addressed.</p> <p>d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.</p> <p>6. Language and literacy: 6 semester hours.</p> <p>a. Early/primary preK-3 and elementary education preK-6 - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p>
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			<p>(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p> <p>(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting</p>
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			<p>composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.</p> <p>b. Middle education - language acquisition and reading development: 3 semester hours and literacy in the content areas: 3 semester hours.</p> <p>(1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the</p>
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			<p>ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.</p> <p>(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.</p> <p><u>c. Dual Language (English) preK-6 - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the</u></p>
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			<p>minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p> <p>(2) Literacy Development</p>
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			<p>(Reading and Writing): 3 semester hours. 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 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</p>
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			<p>conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.</p> <p>d. Dual Language (Target Language) preK-6 - language acquisition and bilingual literacy development: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality</p>
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			<p>learning experience.</p> <p>(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.</p> <p>(2) Bilingual literacy development: 3 semester hours. 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</p>
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			<p>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.</p> <p>7. Supervised clinical experiences. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic</p>
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			<p>school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route....</p> <p>Rationale: The professional studies requirements needed to be aligned specifically to those individuals teaching in dual language programs.</p>
	<p>8VAC20-23-321</p>	<p>A. <u>The Dual Language (English) 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/Elementary Education preK-6).</u></p> <p>B. <u>The candidate is subject to the elementary education content assessment and the reading for educators assessment prescribed by the Virginia Board of Education for initial licensure. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (English).</u></p>	<p>The amendments set forth proposed requirements for dual language endorsements. The Virginia General Assembly required the addition of dual language to the Licensure Regulations for School Personnel.</p>

		<p>C. <u>Endorsement requirements for Dual Language (English) preK-6. The candidate shall have:</u></p> <p><u>1. Graduated from an approved teacher preparation program in dual language elementary preK-6; or</u></p> <p><u>2. Earned a baccalaureate degree from a regionally accredited college or university and completed the following semester-hour requirements:</u></p> <p><u>a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;</u></p> <p><u>b. Mathematics (shall include algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete 6 hours in mathematics, complete a methods course in teaching elementary mathematics course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;</u></p> <p><u>c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete 9 semester hours (in two science disciplines), complete a methods in teaching elementary science course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;</u></p> <p><u>d. History (shall include American history and world history): 6 semester hours, and Social Science (shall include geography and economics): 6 semester hours; or complete 3 semester hours in history, complete 3 semester hours in social science (geography or economics),</u></p>	
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		<p>complete a methods course in teaching elementary history and social sciences course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education.</p>	
	<p>8VAC20-23-322</p>	<p>A. 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 in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education preK-6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate's additional preparation in Dual Language (English).</p> <p>B. Endorsement requirements.</p> <ol style="list-style-type: none"> 1. The candidate shall have earned a baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching endorsement in elementary education. 2. Completed an approved teacher preparation program in Dual Language (English) preK-6 Add-on Endorsement or completed the following: <ol style="list-style-type: none"> a. 3 semester hours in curriculum for dual language design/assessment; and b. a 45-clock-hour practicum in dual language (English) from a regionally accredited college or university. One year of successful. 	<p>The amendments set forth proposed requirements for dual language endorsements. The Virginia General Assembly required the addition of dual language to the Licensure Regulations for School Personnel.</p>

		<p>full-time teaching experience in a public school or accredited nonpublic school may be accepted in lieu of the practicum. The experience may be completed under a Provisional License.</p>	
	<p>VAC20-23-323</p>	<p>A. The Dual Language (Target Language) preK-6 endorsement is to teach dual language in a World Language other than English. The target language will be noted on the endorsement.</p> <p>B. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (Target Language) preK-6.</p> <p>C. Endorsement requirements for Dual Language (Target Language) preK-6. The candidate shall have:</p> <ol style="list-style-type: none"> 1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in Dual Language (Target Language); or 2. Earned a baccalaureate degree from a regionally accredited college or university, and completed the following requirements: <ol style="list-style-type: none"> a. 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 	<p>The amendments set forth proposed requirements for dual language endorsements. The Virginia General Assembly required the addition of dual language to the Licensure Regulations for School Personnel.</p>

		<p><u>language assessment in the Target Language as prescribed by the Virginia Board of Education;</u></p> <p>b. <u>Mathematics-9 semester hours in mathematics that must include methods of teaching elementary mathematics;</u></p> <p>c. <u>Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;</u></p> <p>d. <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> <p>e. <u>Culture and Civilization: 3 semester hours</u></p>	
	<p>8VAC20-23-324</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>Endorsement requirements. The candidate shall have:</u></p> <ol style="list-style-type: none"> 1. <u>Earned a baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching endorsement in a Target Language.</u> 2. <u>Completed an approved teacher preparation program in Dual Language (Target</u> 	<p>The amendments set forth proposed requirements for dual language endorsements. The Virginia General Assembly required the addition of dual language to the Licensure Regulations for School Personnel.</p>

		<p><u>Language) preK-6 Add-on Endorsement or completed the following:</u></p> <ul style="list-style-type: none"><u>a. 3 semester hours in curriculum for dual language design/assessment;</u><u>b. Passed the rigorous elementary education assessment prescribed by the Board of Education or completed the following coursework:</u><ul style="list-style-type: none"><u>i. Mathematics- 9 semester hours in mathematics that must include methods of teaching elementary mathematics;</u><u>ii. Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;</u><u>iii. History and Social Sciences: United States history-3 semester hours; geography, economics, or United States or</u>	
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		<p><u>comparative government-3 semester hours; and methods of teaching elementary history and social sciences-3 semester hours; and</u></p> <p><u>c. 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. The experience may be completed under a Provisional License.</u></p>	
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