

# Board of Education Agenda Item

Item: F.

Date: January 12, 2005

**Topic:** First Review of Proposed Technical Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC 20-21-10 et seq.)

**Presenter:** Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

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## Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

The 2004 General Assembly approved House Bill 573 (HB 573) that requires the School Leaders Licensure Assessment (SLLA) for initial licensure of principals and assistant principals. As a result of the action of the General Assembly, on November 17, 2004, the Board of Education approved a cut score of 165 for the SLLA as a requirement for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools.

Revisions are needed in the *Regulations Governing the Licensure of School Personnel* to align the regulations with the change in the *Code of Virginia*. Section 22.1-298 (Item D) of the *Code of Virginia* was amended requiring the following:

*In addition, the Board's licensure regulations shall also require that, on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the Board, be contingent upon passage of the School Leader's Licensure Assessment.*

The Administrative Process Act (Section 2.2-4006 of the *Code of Virginia*) exempts changes to regulations that are necessary to conform to changes in Virginia statutory law where no agency discretion is involved from its requirements.

### **Summary of Major Elements**

The revised section of the *Regulations Governing the Licensure of School Personnel* is attached. New language is underlined.

The changes in the regulations were made to align the regulations with the *Code of Virginia*; therefore, the regulations should be exempted from the public participation process of the Administrative Process Act. Upon approval of the regulations by the Board of Education, the Department of Education will request that the regulations be published in the *Virginia Register of Regulations* in final form.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review, approve the technical revisions to the *Regulations Governing the Licensure of School Personnel*, and authorize staff of the Department of Education to proceed with the requirements of the Administrative Process Act.

**Impact on Resources:** The *Code of Virginia* revision does require that an individual seeking an endorsement to serve as a principal or assistant principal must pass the School Leaders Licensure Assessment; therefore, the individual requesting the endorsement must incur the cost of the test.

### **Timetable for Further Review/Action:**

The timetable for further action will be governed by the requirements of the Administrative Process Act.

8VAC20-21-580. Administration and supervision preK-12.

- A. An individual may become eligible for an endorsement in administration and supervision preK-12 by completing the requirements in one of the options described in this section. On and after July 1, 2005, individuals seeking initial licensure as a principal or assistant principal must pass the School Leaders Licensure Assessment.
- B. Virginia's approved program. The candidate must have:
1. A master's degree from an accredited college or university.
  2. Completed three years of successful, full-time experience as a classroom teacher in an accredited nonpublic or public school.
  3. Completed an approved administration and supervision program in Virginia which shall ensure that the candidate has demonstrated the following competencies:
    - a. Knowledge and understanding of student growth and development, including:
      - (1) Applied learning and motivational theories;
      - (2) Curriculum design, implementation, evaluation and refinement;
      - (3) Principles of effective instruction, measurement, evaluation and assessment strategies;
      - (4) Diversity and its meaning for educational programs; and
      - (5) The role of technology in promoting student learning.
    - b. Knowledge and understanding of systems and organizations, including:
      - (1) Systems theory and the change process of systems, organizations and individuals;
      - (2) The principles of developing and implementing strategic plans;
      - (3) Information sources and processing, including data collection and data analysis strategies;
      - (4) Learning goals in a pluralistic society; and
      - (5) Effective communication, including consensus building and negotiation skills.
    - c. Knowledge and understanding of theories, models, and principles of organizational development, including:

- (1) Operational procedures at the school and division/district level;
  - (2) Principles and issues of school safety and security;
  - (3) Human resources management and development, including adult learning and professional development models;
  - (4) Principles and issues related to fiscal operations of school management;
  - (5) Principles and issues related to school facilities and use of space;
  - (6) Legal issues impacting school operations and management; and
  - (6) Technologies that support management functions.
- d. Knowledge and understanding of the conditions and dynamics of the diverse school community, including:
- (1) Emerging issues and trends that impact the school community;
  - (2) Community resources and partnerships of school, family, business, government and higher education institutions; and
  - (3) Community relations and marketing strategies and processes.
- e. Knowledge and understanding of the purpose of education and its role in a modern society, including:
- (1) The philosophy and history of education;
  - (2) Various ethical frameworks and professional ethics;
  - (3) The value of the diverse school community; and
  - (4) The role of leadership in modern society.
- f. Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:
- (1) The role of public education in developing and renewing a democratic society and an economically productive nation;
  - (2) The law as related to education and schooling;
  - (3) The political, social, cultural and economic systems and processes that impact schools;
  - (4) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;
  - (5) Global issues and forces affecting teaching and learning; and
  - (6) The importance of diversity and equity in a democratic society.

4. Completed a beginning administration and supervision assessment when prescribed by the Board of Education reflecting the knowledge and understanding of the stated competencies or completed a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.
- C. Out-of-state approved program in administration and supervision. The candidate must have:
1. A master's degree from an accredited college or university;
  2. Completed three years of successful, full-time experience as a classroom teacher in an accredited nonpublic or public school;
  3. Completed an out-of-state approved program in administration and supervision; and
  4. Completed a beginning administration and supervision assessment when prescribed by the Board of Education reflecting the knowledge and understanding of the stated competencies or completed a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.
- D. Out-of-state administration and supervision license. The candidate must:
1. Hold a master's degree from an accredited college or university;
  2. Hold a current, valid out-of-state license (full credential with endorsements in administration and supervision); and
  3. Have completed a beginning administration and supervision assessment when prescribed by the Board of Education reflecting the knowledge and understanding of the stated competencies or completed a full-time internship as a school principal. One year of successful, full-time experience as an assistant principal or principal in an accredited public or nonpublic school may be accepted instead of the internship.

Statutory Authority  
§[22.1-298](#) of the Code of Virginia.