Virginia Board of Education Agenda Item

Agenda Item: I **Date:** June 27, 2013

Title	Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Revise the *Licensure Regulations for School Personnel* (8VAC20-22-10 et seq.) (Proposed Stage)		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: October 25, 2012
Action: Approval of a Notice of Intended Regulatory Action (NOIRA) to Revise the *Licensure Regulations for School Personnel* (8 VAC 20-22-10 et seq.)
Date: May 23, 2013
Action: The Board of Education accepted for first review a recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to revise the *Licensure Regulations for School Personnel* (8VAC20-22-10 et seq.) (Proposed Stage)

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
X	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 5: The *Licensure Regulations for School Personnel* set forth the requirements for teachers and administrators to become licensed. These regulations will establish policies and standards for the qualifications of instructional personnel, further ensuring educational quality for Virginia public school students.

Goal 7: In promulgating these regulations, the Board of Education would set forth requirements for the revocation, cancellation, suspension, denial, and reinstatement of licenses.

The Board of Education has the statutory authority to prescribe licensure requirements. Section 22.1-298.1 of the *Code of Virginia*, states, in part, the following:

…The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license….

The *Constitution of Virginia* and the *Code of Virginia* sections below provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*:

Constitution of Virginia (Article VIII, Section 4): "The general supervision of the public school system shall be vested in a Board of Education…."

Code of Virginia, Section 22.1-16. Bylaws and regulations generally.

Code of Virginia, Section 22.1-299. License required of teachers.

Code of Virginia, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure.

On September 21, 2007, *Licensure Regulations for School Personnel*, promulgated by the Board of Education, became effective. One additional amendment was approved on January 19, 2011, that responded to a renewal requirement enacted by the 2010 Virginia General Assembly and that was later repealed by the 2012 General Assembly.

On October 25, 2012, the Board of Education approved the Notice of Intended Regulatory Action (NOIRA), which is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA) and Executive Order 14 (2010). The NOIRA was filed with the Virginia Registrar, and the public comment period for the NOIRA concluded on January 16, 2013. No comments were received during the NOIRA public comment period.

Summary of Important Issues:

The process of developing proposed revisions to the *Licensure Regulations for School Personnel*, for review by the Advisory Board on Teacher Education and Licensure has involved statewide stakeholders. On February 1, 2013, a Work Group was hosted by The University of Richmond to review the *Regulations Governing the Review and Approval of Education Programs in Virginia*, as well as the *Licensure Regulations for School Personnel*, and make proposed amendments. Approximately 70 individuals from colleges and universities participated in the meeting. A smaller Work Group of stakeholders was convened on March 25, 2013, to continue discussion on revisions to the regulations. Content experts at the Virginia Department of Education also worked with instructional personnel, educational associations, college and university personnel, and others to recommend revisions to the *Licensure Regulations for School Personnel.*

The Advisory Board on Teacher Education and Licensure received the proposed revisions to the *Licensure Regulations for School Personnel* on April 22, 2013. The Advisory Board unanimously recommended that the Board of Education accept the proposed revisions to the regulations in the

proposed stage of the Administrative Process Act process, authorizing Department of Education staff to make technical and editing revisions.

Below are highlighted proposed revisions to the *Licensure Regulations for School Personnel.* The attached document, *Proposed Revisions to the Licensure Regulations for School Personnel* (8VAC20-22-10 et seq.), provides additional detail and technical revisions.

8 VAC 20-22-10. Definitions. (page 4)

- The amendments would revise the definitions section of these regulations to align with proposed revisions throughout the *Licensure Regulations for School Personnel*.

8 VAC 20-22-40. Conditions for licensure. (page 7)

- The amendments include the requirement that individuals seeking initial licensure provide evidence of training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, as prescribed in House Bill 2028 and Senate Bill 986 (2013 General Assembly).

8 VAC 20-22-50. Types of licenses; dating licenses. (page 9)

- The amendments would revise this section to include the following:
    - Issue a Provisional License for two years (with the exception of the Provisional Career Switcher License). Individuals may apply for a third year on the Provisional License by submitting documentation indicating that all licensure assessments prescribed by the Virginia Board of Education have been taken.
    - Issue the International Educator License for a five-year, instead of a three-year, exchange program.
    - Discontinue the Local Eligibility License by action of the 2013 General Assembly.
    - Add the Online Teacher License as a five-year, renewable license valid only for teaching online courses.
    - Add the Teach for America License, established as a two-year provisional license by action of the 2013 General Assembly.

8 VAC 20-22-90. Alternate routes to licensure. (page 17)

- The amendments increase the requirements from three semester hours to nine semester hours of specified coursework prior to issuance of a Provisional (Special Education) License to individuals without a five-year Virginia teaching license.

8 VAC 20-22-110. Requirements for renewing a license. (page 23)

- The amendments would revise this section to include the following:
    - Add the requirement, as prescribed by Senate Bill 1345 (2013 General Assembly), that any individual licensed and endorsed to teach a) middle school civics or economics or b) high school government or history who is seeking renewal of such license is required to demonstrate knowledge of Virginia history or state and local government by completing a module or professional development course specifically related to Virginia history or state and local government.
    - Add the requirement that individuals seeking initial licensure or renewing a license, effective July 1, 2013, provide evidence of training or certification in emergency first aid,

cardiopulmonary resuscitation, and the use of automated external defibrillators, as prescribed in House Bill 2028 and Senate Bill 986 (2013 General Assembly).

8 VAC 20-22-130. Professional studies requirements. (page 28)

- The amendments include changing professional study coursework titles and course content. An additional course requirement, Assessment of and for Learning (3 semester hours) is proposed.

8 VAC 20-22-140 – 8 VAC 20-22-670

- The amendments would revise the following endorsement areas:

  - **Early childhood for three- and four-year-olds (add-on endorsement).** Allow individuals who hold the early childhood special education endorsement to add this endorsement. (page 34)
  - **Early/primary education preK-3.** Increase the coursework requirements in mathematics and science and provide an option for specified requirements and testing. (page 34)
  - **Elementary education preK-6.** Increase the coursework requirements in mathematics and science and provide an option for specified requirements and testing. (page 35)
  - **Middle education 6-8.** Increase the coursework requirements in mathematics. (page 36)
  - **Career and technical education – industrial cooperative training (add-on endorsement).** Discontinue the endorsement. (page 47)
  - **Engineering.** Create a new endorsement. (page 56)
  - **Special education – general curriculum K-6 (add-on endorsement); Special education – general curriculum middle grades 6-8 (add-on endorsement); Special education – general curriculum secondary grades 6-12 (add-on endorsement).** Establish new add-on endorsements. (pages 82, 84, 86)
  - **Administration and supervision preK-12.** Revise the alternate route to add an option of a combination of graduate-level coursework and a research-based program approved by the Department of Education. (page 90)
  - **Mathematics specialist for elementary education.**
    Mathematics specialist for middle education.
    Establish separate endorsements specific to the population of students being served. Currently the endorsement is combined, Mathematics specialist for elementary and middle education. (pages 100 and 101)
  - **Special education: speech language pathologist preK-12.** Discontinue issuing an initial license with an endorsement in speech/language pathology. Individuals will seek a license from the Virginia Board of Examiners for Audiology and Speech Pathology. (page 105)

8VAC 20-22-720 – 8 VAC-22-800

- Amendments are proposed for Section VII-Revocation, Cancellation, Suspension, Denial, and Reinstatement of Teaching Licenses. (pages 107-118)

In addition to minor edits, the following revisions were made to the proposed *Licensure Regulations for School Personnel* since the first review by the Board of Education on May 23, 2013:

- Page 9: Clarified the endorsement requirement for the teacher of record.

- Page 24: Referenced Section 8VAC20-22-110G (page 26) to clarify Option 1-College Credit.

- Pages 26-27: Changed text to allow the division superintendent or the principal to approve renewal activities and exceptions. Removed the text "for one cycle of the renewal process" to allow an exception to the content course requirements for individuals without a graduate degree beyond one renewal cycle.

- Page 30: Corrected text to align the professional studies requirements throughout the document.

- Page 92: Added "Principal of Distinction" to the name of the Level II endorsement in administration and supervision preK-12.

Impact on Fiscal and Human Resources:
There will be administrative impact as Department of Education staff will need to prepare the regulations for public comments, prepare and file all documentation related to the Administrative Process Act, and ensure that public comments are solicited and addressed. This impact will be absorbed within existing resources.

Timetable for Further Review/Action:
Following approval by the Board, the regulations will undergo executive review by the Office of the Attorney General, the Department of Planning and Budget, the Secretary of Education, and the Governor. Upon approval by the Governor, the proposed regulations are published in the Virginia Register, and there is a 60-day public comment period. Once the 60-day comment period is complete, the regulations will be reviewed by the Advisory Board on Teacher Education and Licensure and subsequently presented to the Board of Education, with any changes as a result of public comment, for final review and approval.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education (1) accept for final review the Advisory Board on Teacher Education and Licensure's recommendation, with the Superintendent of Public Instruction's proposed amendments, to revise the *Licensure Regulations for School Personnel* (8VAC20-22.10 et seq.) (Proposed Stage) and (2) authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act.

Attachment

PROPOSED REVISIONS TO THE

Licensure Regulations for School Personnel
8VAC20-22-10 et seq.

Presented to the
Virginia Board of Education
Final Review (Proposed Stage)
June 27, 2013

Virginia Department of Education
Division of Teacher Education and Licensure
P.O. Box 2120
Richmond, Virginia 23218-2120

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VIRGINIA BOARD OF EDUCATION
CHAPTER 22
LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

Part I − Definitions

8VAC20-22-10. Definitions.

The following words and terms when used in this chapter shall have the meanings indicated unless the context clearly implies otherwise:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

"Accredited virtual school or program" means a virtual school or program accredited by one of the accrediting agencies recognized by the Virginia Department of Education.

"Alternate route to licensure" means a nontraditional route to licensure available to individuals who meet the criteria specified in 8VAC20-22-90.

"Approved program" means a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program will be eligible for state licensure. The Virginia Board of Education has the authority to approve programs in Virginia.

"Cancellation" means the withdrawal of a teaching license following the voluntary return of the license by the license holder.

"Certified provider" means a provider certified by the Virginia Department of Education to provide preparation and training for applicants seeking the Provisional License specified in 8VAC20-22-90.

"Collegiate Professional License" means a five-year, renewable license available to an individual who has satisfied all requirements for licensure set forth in the regulations, including an earned baccalaureate degree from a regionally accredited college or university and the professional teacher's assessments prescribed by the Virginia Board of Education.

"Content area coursework" means courses at the undergraduate level (i.e., two-year or four-year institution) or at the graduate level that will not duplicate previous courses (or the level of coursework) taken in the humanities, English, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts or sciences.

"Denial" means the refusal to grant a teaching license to a new applicant or to an applicant who is reapplying after the expiration of a license.

"Division Superintendent License" means a five-year, renewable license available to an individual who has completed an earned master's degree from a~~n~~ regionally accredited college or university ~~institution of higher education~~ and meets the requirements specified in 8VAC20-22-6~~00~~30. The individual's name must be listed on the Virginia Board of Education's list of eligible division superintendents.

"Experiential learning" means a process of applying for an initial license through the alternate route as prescribed by the Virginia Board of Education and meeting the criteria specified in 8VAC20-22-90 E to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area.

"International Educator License" means a five ~~three~~-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional teaching license issued for no more than five ~~three~~ years to an exchange ~~educator~~teacher with citizenship in a nation other than the United States of America, and employed as a~~n~~ ~~educator~~teacher in a Virginia public or accredited nonpublic school~~, to teach for up to three consecutive years~~.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in the Virginia Board of Education regulations.

~~"Local Eligibility License" means a license issued pursuant to §22.1-299.3 of the *Code of Virginia* to an individual by a local school board based on specified criteria set forth by that section. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is valid for three years and is not transferable to another school division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.~~

"Mentor" means a classroom teacher hired by the local school division who has achieved continuing contract status or other instructional personnel including retired teachers who meet local mentor selection criteria. The mentor should work in the same building as the beginning teacher or be instructional personnel who is assigned solely as a mentor. A mentor should be assigned a limited number of teachers at any time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time. Mentors guide teachers in the program through demonstrations, observations, and consultations.

"Online Teacher License" means a five-year, renewable license valid only for teaching online courses. [Teachers who hold a five-year renewable license issued by the Virginia Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.]

"Postgraduate Professional License" means a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited ~~institution~~college or university.

"Professional teacher's assessment" means those tests or other requirements mandated for licensure as prescribed by the Virginia Board of Education.

"Provisional License" means a nonrenewable license valid for a specified period of time not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program who will be issued a one-year Provisional License, will be issued for ~~three years~~two years. Individuals may apply for a third year on the Provisional License by submitting documentation indicating that all licensure assessments prescribed by the Virginia Board of Education have been taken. Individuals must complete all requirements, including passing all licensure assessments, for a renewable license within the validity period of the license.

"Pupil Personnel Services License" means a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a regionally accredited ~~institution~~ college or university with an endorsement ~~for~~ as a ~~guidance~~school counselor, school psychologist, school social worker, ~~special education speech language pathologist preK-12~~, or vocational evaluator. This license does not require teaching experience unless otherwise outlined under the specific endorsement's requirements.

"Renewable license" means a license issued by the Virginia Board of Education for five years to an individual who meets ~~the~~ all requirements specified in the Virginia Board of Education regulations.

"Revocation" means the withdrawal of a teaching license.

"Suspension" means the temporary withdrawal of a teaching license.

"Technical Professional License" means a five-year, renewable license available to an individual who has graduated from an accredited high school (or possesses a General Educational Development Certificate); has exhibited academic proficiency, technical competency, and successful occupational experience; and meets the requirements specified in 8VAC20-22-50.

Part II − Administering the Regulations

8VAC20-22-20. Administering the regulations.

A. In administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120.

B. In administering these regulations, competencies required for endorsement areas are outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542). This document should be referenced for detailed information regarding coursework content for endorsements. Individuals must complete the semester hours required for endorsement areas or the equivalent that must be documented and approved by the Department of Education.

Part III − Licensure

8VAC20-22-30. Purpose and responsibility for licensure.

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. The responsibility for licensure is set forth in §22.1-298.1 of the *Code of Virginia*, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers.

8VAC20-22-40. Conditions for licensure.

A. Applicants for licensure must:

1. Be at least 18 years of age;

2. Pay the appropriate fees as determined by the Virginia Board of Education and complete the application process;

3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from a regionally accredited ~~institution of higher education~~college or university and meet requirements for the license sought. Persons seeking initial licensure through approved programs ~~who graduate~~ from Virginia institutions of higher education shall only be licensed as instructional personnel by the Virginia Board of Education if the ~~endorsement areas~~professional education programs offered at such institutions have been

~~assessed~~ accredited by a national accrediting agency ~~or by a state approval process with~~ and the education (endorsement) programs have final approval by the Virginia Board of Education; and

4. Possess good moral character (free of conditions outlined in Part VII (8VAC20-22-690 et seq.) of this chapter.

B. All candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Virginia Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessment~~s~~ requirements within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, the International License, School Manager License, or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) ~~in a state other than~~outside of Virginia are exempt~~ed~~ from the professional teacher's assessment requirements. Documentation must be submitted to verify the school's status as a public or accredited nonpublic school.

C. All individuals seeking an initial endorsement in early/primary education preK-3, elementary education preK-6, special education-general curriculum, special education-deaf/hard of hearing ~~disorders~~, special education-blindness/visual impairments, and individuals seeking an endorsement as a reading specialist must obtain passing scores on a reading instructional assessment prescribed by the Virginia Board of Education.

D. Licensure by reciprocity is set forth in 8VAC20-22-100. A school leader's assessment prescribed by the Virginia Board of Education must be met for all individuals who are seeking an ~~initial~~ endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

E. Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete 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 receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

F. Every person seeking initial licensure shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Virginia Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

G. The teacher of record for verified credit courses for high school graduation must hold a Virginia license with the appropriate content endorsement.

8VAC20-22-50. Types of licenses; dating licenses.

The following types of licenses are available:

1. Provisional License. The Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The Provisional License, with the exception of those individuals seeking ~~licensure~~a provisional license through a career switcher program, will be issued ~~for three~~ a license valid for two years. Individuals may apply for a third year on the Provisional License by submitting documentation indicating that all licensure assessments prescribed by the Virginia Board of Education have been taken. The Provisional (Career Switcher) license will be dated as set forth in 8VAC20-22-90. Individuals must complete the requirements including passing all licensure assessments, for the ~~regular,~~ renewable five-year license within the validity period of the Provisional License. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License).

2. Collegiate Professional License. The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned undergraduate degree from a regionally accredited college or university and the professional teacher's assessments prescribed by the Virginia Board of Education.

3. Postgraduate Professional License. The Postgraduate Professional License is a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited college or university.

4. Technical Professional License. The Technical Professional License is a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Educational Development Certificate); has exhibited academic proficiency, skills in literacy and communication, technical competency, and successful occupational experience; and has completed nine semester hours of specialized professional studies credit from a regionally accredited college or university. The nine semester hours of professional studies coursework must include human ~~growth and~~ development and learning (three semester hours), curriculum and instruction~~al procedures~~ (three semester hours), and applications of instructional technology or classroom and behavior management (three semester hours). The Technical Professional License is issued at the recommendation of an employing educational agency in the areas of career and technical education, educational technology, and military science. Individuals seeking an endorsement to teach military science must have the appropriate credentials issued by the United States military. (The employing Virginia educational agency must ensure the credentials issued by the United States military are active during the period the individual is teaching.) In addition to demonstrating competency in the endorsement area sought, the individual must:

   a. Hold a valid license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of ~~satisfactory~~successful experience at the journeyman level or an equivalent. The employing Virginia educational agency must ensure that the valid license issued by the appropriate Virginia board for the occupational program area is active during the period the individual is teaching;

   b. Have completed a registered apprenticeship program and two years of ~~satisfactory~~successful experience at the journeyman level or an equivalent level in the trade; or

   c. Have four years of successful work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent.

   Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the ~~professional teacher's assessments~~ requirements of the respective licenses.

5. School Manager License. The school manager license is a five-year, renewable license intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer non-instructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising

instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian. The license is available to a candidate who holds a baccalaureate degree from a regionally accredited college or university; has three years of successful managerial experience; and is recommended for the license by a Virginia school division superintendent.

6. Pupil Personnel Services License. The Pupil Personnel Services License is a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a regionally accredited college or university with an endorsement for ~~guidance~~school counselor, school psychologist, school social worker, ~~special education speech-language pathologist preK-12 ,~~ or vocational evaluator. This license does not require teaching experience~~.~~, unless otherwise outlined under the specific endorsement's requirements.

7. Division Superintendent License. The Division Superintendent License is a five-year, renewable license available to an individual who has completed an earned master's degree from a regionally accredited college or university and meets the requirements specified in 8 VAC 20-22-600. The individual's name must be listed on the Virginia Board of Education's list of eligible division superintendents.

8. International Educator License. The International Educator License provides a ~~three~~five-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional teaching license issued ~~for no more than three years~~ to an exchange ~~educator~~teacher with citizenship in a nation other than the United States of America, and employed as a~~n educator~~ teacher in a Virginia public or accredited nonpublic school~~, to teach for up to three consecutive years. This license does not require professional teacher's assessments; however, the individual will be subject to assessment requirements if the individual seeks a five-year renewable license.~~ To be issued the five-year, nonrenewable International Educator License, an individual serving as a cultural exchange teacher in Virginia must:

   a. Be employed by a Virginia public or accredited nonpublic school;

   b. Hold non-U.S. citizenship and be a nonpermanent resident; and

   ~~c. Serve as an exchange teacher for a time period not to exceed three consecutive years; and~~

   ~~d~~c. Meet the following requirements as verified by a state-approved, federally-designated Exchange Visitor Program (22 CFR Part 62):

      (1) Be proficient in written and spoken English;

(2) Demonstrate competence in the appropriate academic subject area(s) by meeting the credential requirements for a qualified teacher in the exchange country;

(3) Hold the U.S. equivalent of a baccalaureate degree or higher as determined by an approved credential agency; and

(4) ~~Hold U.S. or foreign educator credentials and c~~Completed at least ~~one~~two years of successful full-time teaching experience that~~: (a) E~~enables the educator to fulfill a similar assignment in his home country~~;~~ or ~~(b) I~~is comparable to those requirements for Virginia teachers.

If an individual meets requirements a, b, c(1), c(2), and c(3) above and has completed at least one year, but less than two years, of successful full-time teaching experience that enables the educator to fulfill a similar assignment in his home country or is comparable to those requirements for Virginia teachers, the International Educator License will be issued for three years with an option to extend the nonrenewable International Educator License for the additional two years upon meeting all teacher assessments prescribed by the Virginia Board of Education and a recommendation of the Virginia employing school division or accredited nonpublic school.

Individuals who have been issued an International Educator License who seek a five-year, renewable license will need to meet all licensure and endorsement requirements, including applicable assessments prescribed by the Virginia Board of Education.

~~9. Local Eligibility License. The Local Eligibility License, established by the Virginia General Assembly, is a valid, three-year, nonrenewable license issued by a local school board to an individual who has met specified criteria set forth in §22.1-299.3 of the *Code of Virginia*. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is not transferable to another division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.~~

9. Online Teacher License. The Online Teacher License is a five-year, renewable license valid only for teaching online courses. [Teachers who hold a five-year renewable license issued by the Virginia Board of Education may teach online courses for which they are properly endorsed and do not need to seek this license.]

a. The individual is required to meet requirements for an endorsement in a content (teaching) area, professional studies requirements, and qualifying scores on professional teacher's assessments as prescribed by the Virginia

Board of Education. In addition, the individual must complete a three-semester-hour course in online instructional procedures.

Online instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of online learning and online instructional strategies and the application of skills in the ability to: use the Internet for teaching, learning, and management; design, deliver, and support instruction in an online environment; adapt strategies for a variety of course models (e.g., synchronous and asynchronous); select, adapt, and create rich multimedia for instruction; adapt Individualized Education Program requirements to online course practices, as appropriate; use data to meet individual students needs; and employ innovative teaching strategies in an online environment. Demonstrated proficiency of advanced skills in the following must be addressed: use of communication technologies to interact with and engage students, parents, and mentors; use of education technologies; management of instructional activities in a technology-mediated environment; and nontraditional content delivery methods.

b. Online teaching experience is not acceptable to meet the full-time teaching experience for other license types, such as a division superintendent license, or for endorsements, such as for the reading specialist, school counselor, or administration and supervision endorsements. The Online Teacher License may be issued, if requirements have been met, as one of the following licenses to individuals teaching only online courses:

(1) Online Teacher (Postgraduate Professional) License--a five-year, renewable license available to an individual who has qualified for the Online Teacher Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited college or university.

(2) Online Teacher (Collegiate Professional) License--a five-year, renewable teaching license available to an individual who has satisfied all requirements for licensure, including an earned baccalaureate degree from a regionally accredited college or university, endorsement and professional studies requirements, and the professional teacher's assessments prescribed by the Virginia Board of Education, or

(3) Online Teacher (Technical Professional) License--a five-year, renewable teaching license available to an individual who has graduated from an accredited high school (or possesses a General Educational Development Certificate); has exhibited academic proficiency, technical competency, and occupational experience; and meets the requirements specified in 8VAC20-22-50. An individual seeking an Online Teacher Technical Professional License must be

recommended for the license by a Virginia public school, Virginia accredited nonpublic school, or an accredited virtual school program.

c. A nonrenewable Online Teacher (Provisional) License may be issued for a period not to exceed three years to an individual who has allowable deficiencies for full licensure as set forth in Section 8VAC20-22-90B of these regulations. The Online (Provisional) License will be issued for two years. Individuals may apply for a third year on the Online (Provisional) License by submitting documentation indicating that all licensure assessments prescribed by the Virginia Board of Education have been taken. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). Individuals must complete all requirements for a renewable Online Teacher License within the validity period of the license.

10. Teach For America License. The Teach for America License is a two-year provisional license.

a. The provisional license is available to any participant in Teach for America, a nationwide nonprofit organization focused on closing the achievement gaps between students in high-income and low-income areas, who submits an application and meets the following requirement:

(1) Holds, at minimum, a baccalaureate degree from a regionally accredited institution of higher education;

(2) Has met the requirements prescribed by the Virginia Board of Education for all endorsements sought or has met the qualifying scores on the content area assessment prescribed by the Board for the endorsements sought;

(3) Possesses good moral character according to criteria developed by the Virginia Board of Education;

(4) Has been offered and has accepted placement in Teach For America;

(5) Has successfully completed pre-service training and is participating in the professional development requirements of Teach For America, including teaching frameworks, curricula, lesson planning, instructional delivery, classroom management, assessment and evaluation of student progress, classroom diversity, and literacy development;

(6) Has an offer of employment from a local school board to teach in a public elementary or secondary school in the Commonwealth or a

preschool program that receives state funds pursuant to subsection C of § 22.1-199.1; and

(7) Receives a recommendation from the employing school division for a Teach For America license in the endorsement area in which the individual seeks to be licensed.

b. In addition to the criteria set forth in section a, any individual who seeks an endorsement in early childhood, early/primary, or elementary education shall either (i) agree to complete such coursework in the teaching of reading as may be prescribed by the Virginia Board of Education pursuant to regulation during the first year of employment or (ii) achieve a passing score on a reading instructional assessment prescribed by the Virginia Board of Education pursuant to regulation.

c. Teachers issued a Teach For America provisional license shall not be eligible for continuing contract status while employed under the authority of a Teach For America license and shall be subject to the probationary terms of employment specified in § 22.1-303.

d. The Virginia Board of Education may extend any Teach For America license for one additional year upon request of the employing school division, provided that no Teach For America license shall exceed a total of three years in length.

e. Notwithstanding any provision of law to the contrary, upon completion of at least two years of full-time teaching experience in a public elementary or secondary school in the Commonwealth or a preschool program that receives state funds pursuant to subsection C of § 22.1-199.1, an individual holding a Teach For America license shall be eligible to receive a renewable license if he has (i) achieved satisfactory scores on all professional teacher assessments required by the Virginia Board of Education and (ii) received satisfactory evaluations at the conclusion of each year of employment.

f. Notwithstanding any provision of law to the contrary, the Virginia Board of Education shall issue a Teach For America license to any individual who (i) has completed two years of successful teaching in the Teach For America program in another state, (ii) is not eligible to receive a renewable license, and (iii) meets the criteria set forth in section a.

All licenses will be effective from July 1 in the school year in which the application is made. ~~A Virginia employing education division or agency~~ An employing Virginia public school division, agency, or accredited nonpublic school is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure.

8VAC20-22-60. Designations on licenses for career paths to teaching.

A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.

B. Teaching licenses may be issued with one of the following designations and the designation will be processed as an add-on endorsement. These designations will not apply to the Division Superintendent License, School Manager License, International License, or the Pupil Personnel Services License.

1. Career Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia and who apply for the Career Teacher designation.

2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Virginia Board of Education requirements for mentor teachers.

3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:

a. National ~~b~~Board ~~c~~Certification or a nationally recognized certification program approved by the Virginia Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or

b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying

the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

8VAC20-22-70. Additional endorsements.

A. An individual who holds a teaching license may add an additional teaching endorsement to the license by passing a rigorous academic subject test for endorsements in which a test is prescribed by the Virginia Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement, special education endorsements, a reading specialist endorsement, or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license.

B. One or more endorsements may be added to a license provided specific endorsement requirements have been met. Written requests may be made by the licensed professional and should be directed to the Virginia employing educational agency or college or university. If the request is not acted upon by the local educational agency or college or university within 30 days or is disputed, the license holder may make a written request for an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of the same year.

8VAC20-22-80. Deletion of an endorsement.

An endorsement may be deleted from a license at the request of the licensed professional. Written requests are made by the licensed professional and should be directed to the employing educational agency. If the request is not acted upon by the local educational agency within 30 days, or is disputed, the license holder may make a written request for the deletion of an endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect on July 1 of that year. Individuals who wish to add an endorsement that has been deleted must meet requirements for that endorsement at the time it is requested.

8VAC20-22-90. Alternate routes to licensure.

A. Career switcher alternate route to licensure for career professions. An alternate route is available to career switchers who seek teaching endorsements preK through grade 12 with the exception of special education.

1. An individual seeking a Provisional License through the career switcher program must meet the following prerequisite requirements:

a. An application process;

b. An earned baccalaureate degree from a regionally accredited college or university;

c. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;

d. At least five years of full-time work experience or its equivalent; and

e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Virginia Board of Education.

2. The Provisional (Career Switcher) License is awarded at the end of Level I preparation. All components of the career switcher alternate route for career professions must be completed by the candidate.

3. The Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional License for a second year, the candidate will enter Level III of the program. Career switcher programs must be certified by the Virginia Department of Education.

   a. Level I preparation. Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction, including technology, reading, and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, and human ~~growth and~~ development and learning.

   b. Level II preparation during first year of employment.

      (1) Candidate seeks employment in Virginia with the one-year Provisional (Career Switcher) License.

      (2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in subdivision 3) (a) of this subsection. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.

      (3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional

License. A trained mentor must be assigned to assist the candidate during the first year of employment. Responsibilities of the mentor include, but are not limited to, the following:

(a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;

(b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;

(c) Share resources and materials;

(d) Share best instructional, assessment, and organizational practices; classroom and behavior management strategies; and techniques for promoting effective communication; and

(e) Provide general support and direction regarding school policies and procedures.

(4) Upon completion of Levels I and II of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to apply for a five-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Virginia Board of Education.

c. Level III preparation, if required.

(1) Post preparation, if required, will be conducted by the Virginia employing educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and

(2) Upon completion of Levels I, II, and III of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to receive a five-year renewable license.

4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.

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

B. An alternate route is available to individuals employed by an educational agency who seek teaching endorsements preK through grade 12. The employing Virginia educational agency may request a nonrenewable Provisional License on behalf of the individual if the individual has completed an allowable portion of professional studies and endorsement requirements. This route is also applicable to individuals who are employed by a Virginia public school, a Virginia accredited nonpublic school, or an accredited virtual school or program and who are seeking the Online Teacher License that is issued to teachers who teach only online courses. The Provisional License will be issued for two years. Individuals may apply for a third year on the Provisional License by submitting documentation indicating that all licensure assessments prescribed by the Virginia Board of Education have been taken. The Provisional License is a nonrenewable teaching license valid for a period not to exceed three years. Individuals must complete ~~the~~all licensure requirements to become eligible for the ~~regular,~~ five-year, renewable license ~~within the validity period of the provisional license~~.

1. An individual seeking a license through this alternate route must have met the following requirements:

   a. ~~Are entering~~Entered the teaching field through the alternate route to licensure upon the recommendation of the Virginia employing educational agency [For the Online Teacher Provisional License, individuals must be employed by a Virginia public school division, a Virginia accredited nonpublic school, or an accredited virtual school or program.];

   b. ~~Hold~~ Earned a baccalaureate degree from a regionally accredited college or university with the exception of individuals seeking the Technical Professional License;

   c. Have met requirements for the endorsement area; and

   d. Need to complete an allowable portion of professional studies and licensure requirements.

2. The professional studies requirements for the appropriate level of endorsement sought must be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program must include training (seminar, internship, coursework, etc.) in human ~~growth and~~ development and learning, curriculum and instruction~~al procedures~~ (including technology), ~~instructional design based on~~ assessment ~~data~~of and for learning, classroom and behavior management, ~~foundations of education~~the teaching profession (including legal status of teachers and students, federal and state laws, and teacher evaluation as prescribed by the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*) and reading.

3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school division, 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 must be available in the school building to assist the beginning teacher employed through the alternate route.

C. Alternate route in special education. The Provisional (Special Education) License is a ~~three-year~~ nonrenewable teaching license issued to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the appropriate special education endorsement. The Provisional (Special Education) License will be issued for two years. Individuals may apply for a third year on the Provisional License by submitting documentation indicating that all licensure assessments prescribed by the Virginia Board of Education have been taken. The Provisional License is a nonrenewable teaching license valid for a period not to exceed three years. This alternate route to special education is not applicable to individuals ~~employed as speech pathologists~~seeking the Online Teacher License. To be issued the Provisional (Special Education) License through this alternate route, an individual must meet the requirements through one of the two following options:

1. Option I. The individual must hold a full, valid Collegiate Professional or Postgraduate Professional License and must:

   ~~1~~a. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;

   ~~2~~b. ~~Hold a~~ Have earned a baccalaureate degree from a regionally accredited college or university;

   ~~3~~c. Have an assigned mentor with an active Virginia teaching license with an endorse~~d~~ment in special education; and

   ~~4~~d. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed ~~coursework~~at least three semester hours of coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional (Special Education) License through this

alternate route shall not be issued without the completion of these prerequisites.

2. Option II. The individual must:

a. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;

b. Have earned a baccalaureate degree from a regionally accredited college or university;

c. Have an assigned mentor endorsed in special education; and

d. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed nine semester hours including courses in the following: characteristics of students with disabilities, IEP implementation, and classroom and behavior management. The Provisional (Special Education) License through this alternate route shall not be issued without the completion of these prerequisites.

D. Alternate programs at institutions of higher education or Virginia school divisions. Alternate programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds and (ii) prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route.

E. Experiential learning. Individuals applying for an initial teaching license through the alternate route as prescribed by the Virginia Board of Education must meet the following criteria to be eligible to request experiential learning ~~credits in lieu of~~ to satisfy the coursework for the endorsement (teaching) content area:

1. ~~Hold~~ Have earned a baccalaureate degree from a regionally accredited college or university;

2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and

3. Have met the qualifying score on the content knowledge assessment prescribed by the Virginia Board of Education.

~~The criteria do~~Experiential learning does not apply to ~~teachers~~ individuals seeking ~~of~~ special education and elementary education (preK-3 and preK-6) endorsements

or endorsements in which there is no Virginia Board of Education prescribed content/subject assessment.

8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity.

A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license (full credential without deficiencies) that must be in force at the time the application for a Virginia license is made. An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts. Unless exempted by the criteria in subsection C of this section, ~~P~~professional teacher's assessments prescribed by the Virginia Board of Education must be satisfied.

B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds an active national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Virginia Board of Education.

~~C. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. Unless exempted by the criteria in subsection D of this section, licensure assessments prescribed by the Board of Education shall be required.~~

~~D~~C. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) ~~in a state other than~~outside of Virginia are exempt~~ed~~ from the professional teacher's assessment requirements. Documentation must be submitted to verify the school's status as a public or accredited nonpublic school.

8VAC20-22-110. Requirements for renewing a license.

A. The Division Superintendent, Postgraduate Professional, Collegiate Professional, Technical Professional, Pupil Personnel Services, Online Teacher, and School Manager Licenses may be renewed upon the completion of 180 professional development points within a five-year validity period based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.

B. An individual who holds an expired license must submit a completed licensure application at the time a licensure renewal request is submitted.

~~B~~C. Virginia public school divisions and public education agencies must report annually to the Department of Education that instructional personnel have completed high-quality professional development each year as set forth by the Virginia Department of Education.

D. Any individual licensed and endorsed to teach (i) middle school civics or economics or (ii) high school government or history who is seeking renewal of such license is required to demonstrate knowledge of Virginia history or state and local government by completing a module or professional development course specifically related to Virginia history or state and local government that has a value of five professional development points. This requirement applies for purposes of the individual's next or initial renewal occurring after July 1, 2014.

E. If the requirement has not been met for initial licensure or licensure renewal, individuals seeking renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Virginia Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

~~D~~F. Professional development points may be accrued by the completion of professional development activities to improve and increase instructional personnel's knowledge of the academic subjects the teachers teach or the area assigned from one or more of the following eight options.

1. College credit. Acceptable coursework offers content that provides new information and is offered on-campus, off-campus, or through extension by any regionally accredited two- or four-year college or university. College coursework must develop further experiences in subject content taught, teaching strategies, uses of technologies, leadership, and other essential elements in teaching to high standards and increasing student learning. ~~At least 90 points for each five-year renewal shall be in the content area(s) currently being taught if the license holder does not hold a graduate degree.~~ Instructional personnel must complete coursework to improve and increase the knowledge of the academic subjects or endorsement areas in which they are assigned. [Individuals who do not hold a graduate degree must refer to Section 8VAC20-22-110G.]

2. Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

3. Curriculum development. Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an education institution in the teaching area assigned. This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

4. Publication of article. The article must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. Grant reports that present the results of educational research are acceptable provided the license holder had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation. The article must be published in a recognized professional journal.

5. Publication of book. Books must be published for purchase and must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. The published book must increase the field of content knowledge, planning and assessment for evaluating and providing students with feedback that encourages student progress and measures student achievement, instruction, safety and learning environment, communication and community relations working with students, parents, and members of the community to promote broad support for student learning. Points will not be awarded for <u>self-published</u> books ~~self-published~~.

6. Mentorship. Mentoring is the process by which an experienced professional, who has received mentorship training, provides assistance to one or more persons for the purpose of improving their performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement. Mentoring may include the supervision of a field experience of a preservice student teacher or an intern in an approved teacher/principal preparation program, as well as mentoring as part of the induction process for a beginning teacher or a first-year administrator. Individuals serving in this role and submitting documentation for license renewal based on the mentorship option shall receive training as a mentor prior to the assignment and at least once during the five-year renewal cycle.

7. Educational project. Educational projects must be planned, focused projects based on high standards of teaching and learning. Projects must result in a written report or other tangible product. Projects must contribute to the

education profession or to the body of knowledge of the license holder's teaching area or instructional position. A project could include participation in new professional responsibilities, such as leading a school improvement initiative.

8. Professional development activity. Professional development activities must focus on student learning and achievement, schoolwide educational improvement, leadership, subject content, teaching strategies, and use of technologies and other essential elements in teaching to high standards. Activities must be planned, rigorous, systematic, and promote continuous inquiry and reflection. Local employing educational agencies are encouraged to design professional development activities that are conducted in school settings and linked to student learning and achievement.

~~E~~G. A minimum of 90 points (three semester hours in a content area) at the undergraduate (two-year or four-year institution) or graduate level earned from a regionally accredited college or university in the license holder's endorsement areas shall be required of license holders without a master's degree~~ and may be satisfied at the undergraduate (two-year or four-year institution) or graduate level~~. With prior approval, exceptions to the content course requirement may be made by the division superintendent or principal. Special education coursework designed to assist classroom teachers and other school personnel in working with students with disabilities, a course in gifted education, a course in educational technology, or a course in English as a second language may be completed to satisfy the content course requirement~~ for one cycle of the renewal process~~. Professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course~~ for one renewal cycle~~. Individuals without a master's degree who hold a renewable Online Teacher License may complete pedagogy of online instruction coursework to meet this requirement. The substance of the activities must clearly support these initiatives and address one or more of the following areas: (i) new content knowledge to implement the Virginia Standards of Learning; (ii) curriculum development initiative designed to translate the standards from standards to classroom objectives; (iii) teaching beginning reading skills including phonemic awareness and the structure of language (phonics); (iv) staff development activities in assessment to assist classroom teachers in the utilization of test results to improve classroom instruction; and (v) professional development designed to implement the technology standards in the schools. Technical Professional License holders without baccalaureate degrees may satisfy the requirement through career and technical education workshops, career and technical education institutes, or through undergraduate coursework at two-year or four-year institutions.

~~F~~H.Content area courses are courses at the undergraduate level (two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, English, history and social sciences, the sciences, mathematics,

health and physical education, and the fine arts. These courses are usually available through the college or department of arts and sciences. License holders with elementary education, middle education, special education, or reading endorsements must satisfy the 90-point requirement through reading coursework or content coursework in one of the areas listed above. Courses available through a regionally accredited college's or ~~institution's~~ university's department of education may be used to satisfy the content requirement for those license holders with endorsements in health and physical education, career and technical education, and library science education.

~~G~~I. With prior approval of the division superintendent or principal, the 90 points in a content area also may be satisfied through coursework taken to obtain a new teaching endorsement or coursework taken because of a particular need of a particular teacher.

~~H~~J. The remaining 90 points may be accrued by activities drawn from one or more of the eight renewal options. Renewal work is designed to provide licensed personnel with opportunities for professional development relative to the grade levels or teaching fields to which they are assigned or for which they seek an added endorsement. Such professional development encompasses (i) responsible remediation of any area of an individual's knowledge or skills that fail to meet the standards of competency and (ii) responsible efforts to increase the individual's knowledge of new developments in his field and to respond to new curricular demands within the person's area of professional competence.

~~I~~K. The proposed work toward renewal in certain options must be approved in advance by the chief executive officer or designee of the employing educational agency. Persons who are not employed by an educational agency may renew or reinstate their license by submitting to the Office of Professional Licensure, Department of Education, their individualized renewal record and verification of points, including official student transcripts of coursework taken at a~~n~~ regionally accredited two-year or four-year college or university.

~~J~~L. Accrual of professional development points shall be determined by criteria set forth by the Virginia Department of Education.

~~K~~M. Persons seeking license renewal as teachers must demonstrate proficiency in the use of educational technology for instruction.

~~L~~N. Virginia school divisions and nonpublic schools will recommend renewal of licenses using the renewal point system. The renewal recommendation must include verification of demonstrated proficiency in the use of educational technology for instruction.

~~M~~O. Training in instructional methods tailored to promote academic progress and effective preparation for the Standards of Learning tests and end-of-grade assessments is required for licensure renewal.

~~N~~P. If they have not already met the requirement, persons seeking licensure renewal as teachers must complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes.

Part IV − Licensure Regulations Governing Early/Primary Education, Elementary Education, and Middle Education Endorsements

8VAC20-22-120. Early/primary education, elementary education, and middle education endorsements.

Individuals seeking licensure with endorsements in early/primary education, elementary education, and middle education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent), professional teacher's assessments requirement prescribed by the Virginia Board of Education, specific endorsement requirements, and professional studies requirements.

8VAC20-22-130. Professional studies requirements.

Professional studies requirements for early/primary education, elementary education, and middle education: ~~18~~21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human ~~growth and~~development and learning (birth through adolescence): 3 semester hours. 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. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to low socio-economic status, attention deficit disorders, developmental disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instruction~~al procedures~~: 3 semester hours.

a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction~~al procedures~~: 3 semester hours. 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~~processes~~; selection and use of materials, including media and ~~computers~~contemporary technologies; selection, development and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.~~; evaluation of pupil performance; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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~~. ~~The teaching methods~~ Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction must be included. Instructional practices that are sensitive to culturally and linguistically diverse learners, including ~~for~~ limited English proficient students, gifted and talented students and those students with ~~disabling conditions~~disabilities~~,~~; ~~must be~~and appropriate for the level of endorsement (preK-3 or preK-6) sought shall be included. Teaching methods shall ~~and~~ be tailored to promote student engagement and student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, communicating with families regarding social and instructional needs of children, ways of increasing family involvement in student learning at home and in school, the Virginia Standards of Learning, and Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds shall be included. Early childhood educators must understand the role of families in child development and in relation to teaching educational skills.~~ They must demonstrate knowledge in relation to teaching educational skills. They must demonstrate knowledge and skills in communicating with families regarding the social and instructional needs of children.~~ 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. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete 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 that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

b. Middle education 6-8 curriculum and instruction~~al procedures~~: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; effective communication ~~processes~~ with and among students, and selection and use of materials, including media and ~~computers~~ contemporary technologies.~~; evaluation of pupil performance; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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. The teaching methods,~~ Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction must be included. Instructional practices that are sensitive to culturally and linguistically diverse learners including ~~for~~ limited English proficient students, gifted and talented students, and students with ~~disabling conditions~~ disabilities, and must be appropriate for the middle education endorsement shall be included. Teaching methods shall ~~and~~ be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete 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 that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

3. Classroom and behavior management: 3 semester hours. 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 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 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 must be included. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.

4. Assessment of and for learning: 3 semester hours. 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 must be addressed. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth must be included. Skills also include 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. 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. Including, knowledge of legal and ethical aspects of assessment. Skills include developing familiarity with assessments used in preK-12 education (e.g., diagnostic, college admission exams, industry certifications, placement assessments).

5. ~~Foundations of education~~ The teaching profession: 3 semester hours. 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. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/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 must be included. Professionalism and ethical standards, as well as personal integrity must be addressed. Knowledge and understanding of Virginia's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* must be included. ~~The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and~~

~~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) must be addressed~~.

6. Reading: 6 semester hours.

   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 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.

      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 ~~and reading~~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~~to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading~~.

      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 awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing/writing expression and usage/mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development, the writing process as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading.

      ~~Knowledge of typical language development, components and sequence of literacy development, and the connection between language development and literacy must be evident in coursework. Knowledge and skills in specific methods by which adults elicit and foster the components of language development must be included.~~

b. Middle education – language acquisition and reading development: 3 semester hours and ~~reading~~literacy in the content areas: 3 semester hours.

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 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.

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 ~~all content areas~~English, mathematics, science, history and social science and other content areas~~,~~. Strategies include~~ing a repertoire of questioning strategies~~teaching students how to ask effective questions, summarize~~ing~~ and retell~~ing skills~~ both verbally and in writing, and to listen effectively~~,~~.~~and~~ Teaching strategies include~~ in~~ literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of ~~literature~~fiction and nonfiction text and independent reading for adolescent readers.

7. Supervised ~~classroom~~clinical experience. ~~Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided.~~ Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include ~~with~~ at least 150 clock hours spent ~~supervised~~ in direct teaching ~~activities (providing direct instruction)~~ at the level of endorsement. ~~Programs in administration and supervision shall provide field experiences with a minimum of 320 clock hours as part of a deliberately structured internship over the duration of a preparation program.~~ One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher ~~must~~shall be available in the school building to assist a beginning teacher employed through the alternate route.

8VAC20-22-140. Early childhood for three- and four-year-olds (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An earned baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with ~~A Virginia teaching license with~~ an endorsement in elementary education (such as preK-3 or preK-6) or special education early childhood;

2. Completed 9 semester hours of graduate-level coursework in early childhood education; and

3. Completed a supervised practicum of at least 45 instructional hours in a preschool setting (three- and four-year olds) in a public school, an accredited nonpublic school, or another program approved by the Virginia Board of Education. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum.

4. The add-on endorsement to an elementary endorsement (that includes preK) is not required to teach preK (three- and four-year olds), but the endorsement recognizes the candidate's additional preparation in early childhood education.

8VAC20-22-150. Early/primary education preK-3.

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in early/primary education preK-3; or

2. The candidate for the early/primary education preK-3 endorsement must have earned a baccalaureate degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent) and completed coursework that covers the early/primary education preK-3 competencies and fulfills the following ~~48~~51 semester-hour requirements:

   a. English (must 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;

   b. Mathematics (must include algebra, geometry, probability and statistics, and methods in teaching elementary mathematics): ~~9~~12 semester hours; or complete 6 semester hours in mathematics, complete a methods in teaching elementary mathematics course (3 semester hours), and pass a

rigorous elementary subject test prescribed by the Virginia Board of Education;

c. Laboratory ~~S~~sciences ~~(including a laboratory course)~~: ~~9~~12 semester hours (in at least two science disciplines and methods in teaching elementary science); or complete 6 semester hours in laboratory science (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;

d. History (must include American history and world history)~~:~~ – 6 semester hours, and Social Science (must include geography and economics) – 6 semester hours; or complete 3 semester hours in history, 3 semester hours in social science (geography or economics), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and

~~e. Social science (must include geography and economics): 6 semester hours; and~~

~~f~~e. Arts ~~and humanities~~: ~~6~~3 semester hours.

8VAC20-22-160. Elementary education preK-6.

Endorsement requirements.

1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or

2. The candidate for the elementary education preK-6 endorsement must have earned a ~~bachelor's~~ baccalaureate degree ~~or higher~~ from a regionally accredited college or university majoring in the liberal arts and sciences (or equivalent) and fulfill the following 57 semester-hour requirements:

   a. English (must 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;

   b. Mathematics (must include algebra, geometry, probability and statistics, and teaching elementary mathematics): ~~12~~15 semester hours; or complete 6 hours in mathematics, complete a methods in teaching elementary mathematics course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

   c. Science (including a laboratory course): ~~12~~15 semester hours in at least ~~two~~three-science disciplines and at least a three credit science methods

course; or complete 6 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;

d. History (must include American history and world history)~~:~~ – ~~9~~6 semester hours, and Social Science (must include geography and economics) – 6 semester hours; or complete 3 semester hours in history, 3 semester hours in social science (geography or economics), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and

~~e. Social science (must include geography and economics): 6 semester hours; and~~

~~f~~e. Arts ~~and humanities~~: ~~6~~3 semester hours.

8VAC20-22-170. Middle education 6-8.

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation discipline-specific program in middle education 6-8 with at least one area of academic preparation from the areas of English, mathematics, science, and history and social sciences; or

2. An applicant seeking the middle education 6-8 endorsement must have earned a baccalaureate degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent); and completed ~~a~~the minimum number of ~~21~~ semester hours, as indicated, in at least one area of academic preparation (concentration) that will be listed on the license~~; and completed minimum requirements for those areas (English, mathematics, science, and history and social sciences) in which the individual is not seeking an area of academic preparation~~. The applicant will be restricted to teaching only in the area(s) of concentration listed on the teaching license.

   a. English. English concentration (must include coursework in language, e.g., history, structure, grammar, ~~literature~~fiction and nonfiction text, media literacy, advanced composition, and interpersonal communication or speech): 21 semester hours.

   b. Mathematics. Mathematics concentration (must include coursework in algebra, geometry, probability and statistics, ~~and~~ applications of mathematics, and methods of teaching mathematics to include middle school mathematics content): ~~21~~24 semester hours.

c. Science. Science concentration (must include courses in each of the following: biology, chemistry, physics, and Earth and space science; a laboratory course is required in two of the four areas): 21 semester hours.

d. History and social sciences. History and social sciences concentration (must include a course in American history, world history, economics, American government (including state and local government), and geography: 21 semester hours.

Part V − Licensure Regulations Governing PreK-12 Endorsements, Special Education, Secondary Grades 6-12 Endorsements, and Adult Education

8VAC20-22-180. PreK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.

Individuals seeking licensure with preK-12 endorsements, special education, secondary grades 6-12 endorsements, or adult education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent), professional teacher's assessment requirements prescribed by the Virginia Board of Education, specific endorsement requirements, and professional studies requirements.

8VAC20-22-190. Professional studies requirements.

Professional studies requirements for adult education, preK-12 endorsements, and secondary grades 6-12 endorsements: ~~15~~18 semester hours. Professional studies requirements for special education: ~~18~~21 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human ~~growth and~~ development and learning (birth through adolescence): 3 semester hours. 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. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to low social-economic status, attention deficit disorders, developmental disabilities, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instruction~~al procedures~~: 3 semester hours. 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~~processes~~; selection and use of materials, including media and ~~computers~~contemporary technologies; selection, development and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy. ~~evaluation of pupil performance ; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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. Teaching methods~~ Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction must be included. Instructional practices that are sensitive to culturally and linguistically diverse learners, including ~~appropriate for~~ limited English proficient students; ~~exceptional students, including~~ gifted and talented students and those students with ~~disabling conditions~~disabilities; and appropriate for the level of endorsement sought shall be included. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments. Methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school and the Virginia Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete 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 that are relevant to the specific teacher licensure routes. Curriculum and instruction~~al procedures~~ for secondary grades 6-12 endorsements ~~must~~shall include middle and secondary education. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences ~~must~~shall be at the elementary, middle, and secondary levels.

3. Assessment of and for learning: 3 semester hours. 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 must be addressed. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth must be included. Skills also include 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. 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. Including, knowledge of legal and ethical aspects of assessment. Develop familiarity with assessments used in PreK-12 education (e.g., diagnostic, college admission exams, industry certifications, placement assessments).

4. ~~Foundations of education~~The teaching profession: 3 semester hours. 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. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/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 must be included. Professionalism and ethical standards, as well as personal integrity must be addressed. Knowledge and understanding of Virginia's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* must be included.~~The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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) must be addressed.~~

5. Classroom and behavior management: 3 semester hours. 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 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 of self-discipline. Knowledge and an understanding of various school crisis management and safety plans and the ability to create a safe, orderly classroom environment must be included. The link between classroom

management and the students' ages must be understood and demonstrated in techniques used in the classroom.

6. Reading.

   a. Adult education, preK-12, and secondary grades 6-12 – ~~reading~~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 ~~all~~other content areas~~,~~. Strategies include~~ing~~ ~~a repertoire~~teaching students how to ask effective ~~of~~ questions~~ing strategies~~, summarize~~ing~~ and retell~~ing skills~~ both verbally and in writing, and listen effectively~~,~~ . ~~and~~ Teaching strategies include ~~in~~ literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of ~~literature~~fiction and nonfiction text and independent reading for adolescent learners.

   b. Special education – ~~L~~language acquisition and reading and writing: 6 semester hours. 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.

      (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.

      (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 ~~complex nature of language acquisition and~~ reading and writing~~,~~. Reading shall ~~to~~include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing/written expression and usage/mechanics domains. Additional skills shall include proficiency~~,~~ in understanding the stages of spelling development, the writing process, ~~in writing strategies,~~ as well as the ability to foster appreciation of a variety of ~~literature~~fiction and nonfiction text and independent reading.

7. Supervised classroom experience. ~~Evidence that at least 300 clock hours of field experiences for initial programs (including early exposure to preK-12 classroom experiences) to include a minimum of 150 clock hours of directed student teaching requirements are provided.~~Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of full-time student teaching under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include ~~with~~ at least 150 clock hours spent ~~supervised~~ in direct teaching ~~activities (providing direct instruction)~~ at the level of endorsement. If a preK-12 endorsement is sought, teaching activities ~~must~~shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media ~~must~~shall complete the supervised ~~experience~~school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education ~~must~~shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher ~~must~~shall be available in the school building to assist a beginning teacher employed through the alternate route.

8VAC20-22-200. Adult education.

Endorsement requirements. The candidate must have:

1. Earned ~~A~~a baccalaureate degree from a regionally accredited college or university or hold a Collegiate Professional License; and

2. A minimum of 15 semester hours in adult education that must include the following competencies and one semester of supervised successful full-time (or an equivalent number of hours of part-time experience) teaching of adults:

   a. Understanding of the nature or psychology of the adult learner or adult development;

   b. Understanding of the knowledge, skills, and processes needed for the selection, evaluation, and instructional applications of the methods and materials for adult basic skills including:
      (1) Curriculum development in adult basic education or GED instruction;

(2) Beginning reading for adults;

(3) Beginning mathematics for adults;

(4) Reading comprehension for adult education;

(5) Foundations of adult education; and

(6) Other adult basic skills instruction.

Individuals not holding a Collegiate Professional License or a Postgraduate Professional License must meet the professional teacher's assessment requirements prescribed by the Virginia Board of Education.

8VAC20-22-210. Adult English as a second language (add-on endorsement).

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in adult English as a second language; or

2. An earned baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching ~~and an~~ endorsement in a teaching area ~~and~~.

3. ~~c~~Completed 21 semester hours of coursework distributed in the following areas:

   a. Methods for teaching English as a second language to adults: 3 semester hours;

   b. English linguistics: 3 semester hours;

   c. Cross-cultural education: 3 semester hours;

   d. Modern foreign language: ~~3~~6 semester hours; and

   e. Electives from the following areas: 6 semester hours

      (1) Cross-cultural communication;

      (2) Second language acquisition;

      (3) General linguistics;

      (4) Teaching reading to adults;

(5) Adult English as a second language instruction;

(6) Adult English as a second language curriculum development.

8VAC20-22-220. Career and technical education – agricultural education.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from a regionally accredited college or university in agricultural education; or

2.Completed ~~a major in agricultural education or~~ 39 semester hours of coursework in agriculture, including at least three semester hours in each of the following as well as a minimum of nine hours in one concentration area (a-f):

a. Plant science;

b. Animal science;

c. Agricultural mechanics and applied technology with a lab component ~~mechanics~~;

d. Agricultural economics and management;

e. Forestry/wildlife management; ~~and~~

f. Horticulture~~.~~;

g. Supervised occupational experience, 3 semester hours, or one year of successful, full-time or the equivalent of relevant occupational experience (a minimum of 2,000 cumulative hours) within the past five years; and

B. Technical Professional License. An endorsement in specialized areas ~~horticulture or agricultural machinery~~ may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. Completed ~~four~~ two years of successful, full-time or the equivalent of occupational experience within the past five years in the ~~area~~ teaching specialty sought; ~~and~~or

3. Completed professional studies requirements (human ~~growth and~~ development and learning: 3 semester hours; curriculum and instruction~~al procedures~~ in career and technical education: 3 semester hours; and

applications of instructional technology; or and classroom and behavior management: 3 semester hours).

4. Completed an agricultural education certificate or associate degree program in the teaching specialty area sought.

8VAC20-22-230. Career and technical education – business and information technology.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from a regionally accredited college or university in business and information technology; or

2. Completed a major in business education or 39 semester hours of coursework in business and information technology, including:

a. Accounting: 6 semester hours;

b. Economics: 3 semester hours;

c. Business law, business principles, management, marketing, or finance: 9 semester hours;

d. ~~Workplace and personal c~~Communications and media to include oral, written, and presentation: 3 semester hours;

e. Information systems and technology to include computer software applications (word processing, spreadsheet, database, and presentation), information technology fundamentals, database management, communications systems, programming, software development, security, and networking: 12 semester hours;

f. Input technologies to include touch keyboarding (required – or documented demonstrated mastery of the touch keyboarding skill), ~~speech recognition, handwriting recognition, Personal Digital Assistants (PDAs) and other hand-held devices, touch screen or mouse, scanning, and :~~ audio input devices, video input devices, pointing devices, touch screens, or other emerging input technologies: 3 semester hours; and

g. Supervised business experience: 3 semester hours; or one year of successful full-time or the equivalent (2000 part-time hours) relevant occupational experience within the last five years.

B. Technical Professional License. An endorsement in a highly specialized business and information technology area, such as networking, administration, communications systems, programming, database management, Internet application development, medical office procedures, legal office procedures, network administration and other emerging highly specialized areas may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. Completed two years of successful, full-time or the equivalent occupational experience within the last five years in the ~~endorsement area~~ teaching specialty area sought;

3. Completed a business ~~program equivalent to a two-year associate degree~~certificate or associate degree program from a regionally accredited institution in the teaching specialty area sought~~; and~~.

4. Completed professional studies requirements (human ~~growth and~~ development and learning: 3 semester hours; curriculum and instruction~~al procedures~~ in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

8VAC20-22-240. Career and technical education – family and consumer sciences.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from a regionally accredited college or university in family and consumer sciences; or

2. Completed a major in family and consumer sciences education or 39 semester hours of coursework in family and consumer sciences distributed in the following areas:

a. Development of individuals through the lifespan and the family life cycle; and family: 9 semester hours;

b. Resource management, personal and family finance, and consumer economics: 6 semester hours;

c. Food, ~~and~~ nutrition, dietetics, wellness, and food science: ~~6~~ 9 semester hours;

d. Housing, home furnishing, and equipment: ~~6~~ 3 semester hours;

e. ~~Clothing~~ Apparel and textiles: ~~3~~ 6 semester hours;

~~f. Health: 3 semester hours~~;

~~g~~f. Occupational program management: 3 semester hours; and

~~h~~g. ~~Documented work~~ Supervised occupational experience related to family and consumer sciences~~:~~, 3 semester hours~~.~~, or one year of successful, full-time or the equivalent of relevant occupational experience within the last five years.

B. Technical Professional License. An endorsement in a specialized family and consumer sciences area, such as child care occupations, consumer services, family and human services, fashion design occupations, food occupations, hospitality occupations, interior design occupations, and home furnishings occupations, and home and institutional services, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

~~2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or demonstrate competency in the specialized area of family and consumer sciences;~~

~~3~~2. ~~In the area of occupational experience, evidence of~~ Completed at least two years of successful, full-time occupational experience or the equivalent ~~or 4,000 clock hours of satisfactory occupational experience~~ within the past five years in the teaching specialty for which they are seeking endorsement.

3. Completed a family and consumer sciences certificate or associate degree program where applicable in the area of endorsement sought.

4. Completed professional studies requirements (human ~~growth and~~ development and learning: 3 semester hours; curriculum and instruction~~al procedures~~ in career and technical education: 3 semester hours; and applications of instructional technology~~:~~ ~~3 semester hours;~~ or ~~and~~ classroom and behavior management: 3 semester hours).

8VAC20-22-250. Career and technical education – health and medical sciences.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved program of study with a minimum of a baccalaureate degree from a regionally accredited college or university in a ~~for the preparation of~~ health care ~~professionals~~program of study; or

2. A current license or ~~be certified~~certification as a professional practitioner in the area in which one is to be teaching; and

3. Completed two years of successful, full-time or the equivalent of occupational experience within the past five years in an area related to the ~~area to be taught~~teaching speciality sought.

B. Technical Professional License. An endorsement in a specialized health occupations area may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. A license or be certified as a professional practitioner in the area in which one is to be teaching;

3. Completed two years of full-time or the equivalent of occupational experience within the past five years in the ~~area sought~~teaching speciality sought;

4. Completed a health occupations' certificate or associate degree program from a regionally accredited institution in the teaching specialty area sought.~~; and~~

5. Completed professional studies requirements (human ~~growth and~~ development and learning: 3 semester hours; curriculum and instruction~~al procedures~~ in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

~~**8VAC20-22-260. Career and technical education – industrial cooperative training (add-on endorsement).**~~

~~Endorsement requirements.~~

~~1. The candidate must have graduated from an approved teacher preparation program in industrial cooperative training (ICT); or~~

~~2. The candidate must have:~~

~~a. A Virginia Collegiate Professional or Postgraduate Professional License;~~

~~b. Completed two years or more of successful, full-time teaching experience;~~

~~c. Completed 15 semester hours in trade and industrial education coursework distributed in the following areas:~~

~~(1) Administration and coordination of ICT or equivalent cooperative education course;~~

~~(2) Methods and development of competency-based related instructional materials for ICT and implementation of a competency-based (CBE) curriculum;~~

~~(3) Vocational student organizations; and~~

~~(4) Development and utilization of directly related occupational materials; and~~

(5) ~~In the area of occupational experience, evidence of a minimum of two years or 4,000 hours of acceptable employment in a trade, technical, or industrial education subject area.~~

8VAC20-22-2~~70~~60. Career and technical education – marketing education.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from a regionally accredited college or university in marketing education; or

2. Completed a major in marketing education, or a minimum of 39 semester hours of coursework in marketing to include; ~~the following educational and occupational requirements:~~

~~a. A major in marketing or 30 semester hours of coursework distributed in the following areas: marketing process and management, economics, merchandising and operations, advertising/sales promotion, personal selling, marketing math, communication theory and techniques, business ethics, human resources/training and development, international business/marketing, and marketing technology; and~~

a. Marketing processes and environment: 3 hours

b. Management and supervision: 6 hours

c. Economics: 3 hours

d. Merchandising and operations: 3 hours

e. Advertising and promotion: 3 hours

f. Sales/selling: 3 hours

g. Communication theory and techniques: 3 hours

h. Consumer behavior: 3 hours

i. International (global) marketing: 3 hours

j. Finance, accounting, or marketing mathematics: 3 hours

k. Technology applications: 3 hours; and

~~b~~l. Supervised marketing ~~internship~~ occupational experience: 3 semester hours or one year of ~~successful~~ full-time work experience in the field of marketing may be accepted in lieu of the supervised marketing internship.

B. Technical Professional License. An endorsement in a specialized marketing area, such as apparel and accessories, ~~financial services,~~ hotel~~/motel~~ operations, international marketing, ~~real estate,~~ or restaurant, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

~~2. A license or are certified as a professional practitioner in the area in which one is to be teaching;~~

~~3. Completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade;~~

~~4~~2. Completed ~~four~~two years of full-time ~~work experience at the management or~~ occupational experience, or the equivalent, within the last five years in the teaching specialty area sought ~~supervisory level or equivalent or have a combination of four years of training and full-time work experience at the management or supervisory level or equivalent;~~ and~~.~~;

~~5~~3. Completed professional studies requirements (human ~~growth and~~ development and learning: 3 semester hours; curriculum and instruction~~al procedures~~ in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours.

8VAC20-22-2~~80~~70. Career and technical education – technology education.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program from a regionally accredited college or university with a minimum of a baccalaureate degree in technology education; or

2. Completed a major in technology education or ~~39~~33 semester hours in technology education distributed in the following areas:

   a. ~~Technology and culture~~The Nature of Technology (experiences shall include ~~the historical development of technology and its present and future impact on the individual, society and the environment~~ those that promote an understanding of the characteristics, scope, and core concepts of physical, biological, and informational technologies, the relationships among these technologies, and their connections to other science, technology, engineering, and mathematics (STEM) fields): 6 semester hours;

   b. ~~Technological foundations~~ Technology and Society (experiences shall include ~~technical design and illustration, energy and power, electronics, and materials science~~those that develop a working knowledge of the cultural, social, economic, and political effects of technology, its effect on the environment, and the role of society in the history, development and use of physical, biological, and informational technologies): ~~12~~3 semester hours;

   c. ~~Technological processes~~Engineering (experiences shall include ~~technical design, material processing, manufacturing, construction, and graphic communication~~those that develop comprehension of the attributes of technological design, inclusive of constraints, optimization, predictive analysis, problem solving, critical thinking, technical writing, and integrative mathematics and science): ~~12~~6 semester hours; ~~and~~

   d. ~~Technological systems~~ Abilities for a Technological World (experiences shall include ~~communication, production, and transportation systems~~ those that develop the capacity to utilize the design process, to use and maintain technological products and systems, and to assess their impact): 9 semester hours; ~~or~~

   e. The Designed World (experiences shall include those that promote an understanding of current and emerging physical, biological, and informational technologies): 9 semester hours; or

3. Earned a baccalaureate degree from a regionally accredited college or university with a major in one of the following fields of study: architecture, design, engineering, engineering technology, industrial technology, or physics; and completed a minimum of ~~12~~15 semester hours of technology education content coursework, including at least 3 semester hours in each of

the following areas: ~~technology and culture, technological foundations, technological processes; andtechnological systems~~.

a. The Nature of Technology;

b. Technology and Society;

c. Engineering;

d. Abilities for a Technological World; and

e. The Designed World.

8VAC20-22-2~~90~~80. Career and technical education – trade and industrial education.

A. Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from a regionally accredited college or university in ~~the~~ trade and industrial education ~~program subject area for which the candidate is seeking endorsement~~; or

2. A candidate who has graduated from an approved teacher preparation program that is not in the trade and industrial education program subject area for which the candidate is seeking endorsement must have:

   a. A current state licensure or industry certification based ~~up~~on the prescribed standard or examination, if applicable; and

   b. Evidence of at least two years of full-time or equivalent~~or 4,000 clock hours of satisfactory~~ occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. A candidate whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.

B. Technical Professional License. An endorsement in a specialized trade and industrial education area will be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. A current license or are currently certified as a professional practitioner in the area in which one is to be teaching, if applicable, or can demonstrate competency in the area of trade and industrial education one is to be teaching;

3. Evidence of at least two years of full-time or the equivalent ~~or 4,000 clock hours of satisfactory~~ occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.~~; and~~

4. Completed professional studies requirements (human ~~growth and~~ development and learning: 3 semester hours; curriculum and instruction~~al procedures~~ in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

C. Add-on endorsement requirements. A candidate must:

1. Hold an active Collegiate Professional or Postgraduate Professional License with a teaching endorsement;

2. Demonstrate competency in the trade or ~~technology~~industrial area ~~to be taught~~being sought;

3. Hold current state licensure or industry certification for the trade or industrial area for which endorsement is sought based upon the prescribed standard or examination;

4. Have completed two years or 4,000 clock hours of satisfactory, full-time ~~employment~~ occupational experience at the journeyman level or an equivalent level in the occupation within the last five years. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and

5. Have completed 3 semester hours in curriculum and instruction~~al procedures~~ specific to vocational industrial education.

8VAC20-22-~~300~~290. Career and technical education – ~~vocational~~ transition/special needs (add-on endorsement).

Endorsement requirements. The candidate must have:

~~a~~1. ~~The candidate must have g~~Graduated from an approved teacher preparation program with a minimum of a baccalaureate degree from a regionally accredited college or university in ~~vocational~~ special needs; or

~~b. The candiate must have:~~

~~a~~2. ~~A baccalaureate degree~~Completed a major in career and technical education or special education, pre-K-12 with an endorsement in one area of career and technical education or special education preK-12~~;~~, including 12 hours distributed in the following areas (a-d):

~~b. Completed Twelve 12 semester hours distributed in the following areas:~~

~~(1)~~a. Overview of ~~vocational~~ special needs programs and services: 3 semester hours;

~~(2)~~b. Instructional methods, curriculum and resources: 3 semester hours;

~~(3)~~c. Career/life planning, transitioning, occupational information, and delivery of cooperative education programs: 3 semester hours; and

~~(4)~~d. Purposes and practices and characteristics of special populations: 3 semester hours; and

~~c~~3. ~~Evidence~~Completed ~~of at least two years or 4,000 clock hours of satisfactory~~successful, supervised occupational experience: 3 semester hours; or ~~in business or industry, or both, or complete a work experience internship under the supervision of an institution of higher education~~one year of full-time or the equivalent of relevant occupational experience within the past five years.

8VAC20-22-3~~10~~00. Computer science.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in computer science; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed 36 semester hours of coursework distributed in ~~to include each of~~ the following areas:

a. Mathematics, including discrete mathematics;

~~b. Statistics~~;

~~c~~b. Data structures and algorithm analysis;

~~d. Introduction to computer systems;~~

~~e~~c. ~~Application of~~Foundations of computer ~~technology~~science; and

~~f~~d. Programming in at least two distinct languages (6 semester hours).

B. Add-on endorsement requirements in computer science. The candidate must have:

1. An 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 ~~and an~~ endorsement in a teaching area; and

2. Completed 18 semester hours of coursework distributed in ~~to include each of~~ the following areas:

a. Mathematics, including discrete mathematics;

~~a~~b. Data structures and algorithm analysis;

~~c. Introduction to computer systems;~~

c. Foundations of computer science; and

~~d. Application of computer technology;~~

d. Programming in at least two distinct languages (6 semester hours)

~~e.Computer science~~.

8VAC20-22-3~~20~~10. Dance arts preK-12.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in dance arts; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in dance arts or 24 semester hours with coursework distributed~~ion~~ in the following areas:

a. Development of movement language: 9 semester hours.

(1) A course in each area – ballet, folk, jazz, and modern dance: 6 semester hours; and

(2) Area of concentration in one area – ballet, folk, jazz, or modern dance beyond the entry level: 3 semester hours;

b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours;

c. Scientific foundations, including human anatomy, kinesiology, and injury prevention and care for dance arts: 9 semester hours; and

d. Cultural understanding, including cultural context and dance history: 3 semester hours.

B. Add-on endorsement requirements in dance arts. The candidate must have:

1. An 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 ~~and an~~ endorsement in a teaching area; and

2. Completed 15 semester hours of coursework distributed in the following areas:

a. Development of movement language: 9 semester hours.

(1) A course in each area – ballet, folk, jazz, and modern: 6 semester hours; and

(2) Area of concentration in one area – ballet, folk, jazz, or modern beyond the entry level: 3 semester hours;

b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours; and

c. Cultural understanding, including cultural context and dance history: 3 semester hours.

8VAC20-22-3~~30~~20. Driver education (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An earned 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 teaching area; and

~~1~~2. Completed an approved teacher preparation program in driver education; or

~~2~~3. Completed 6 semester hours of coursework distributed in the following areas:

a. Driver Task Analysis: to include instructional strategies as prescribed in the Curriculum and Administrative Guide for Driver Education in Virginia; understanding the highway transportation system; applying Virginia's motor vehicle laws; personal, legal, and emotional factors; visual and sensory perception; risk perception and risk management; space management and other defensive driving techniques; environmental, financial and other vehicle ownership responsibilities; vehicle technologies; and the scientific principles of the driving tasks: 3 semester hours; and

b. Principles and methodologies of classroom and in-car instruction, including applying classroom and in-car teaching techniques for delivering concurrent instruction; applying perception, vehicle balance, speed control and other risk management principles to the development of precision driving skills; and understanding program administrative tasks, including juvenile licensing laws and issuance of a driver's license; a minimum of 14 hours of actual behind-the-wheel supervised teaching experience demonstrating vehicle control skills and performance capabilities ~~and~~that includes 2 hours of basic evasive maneuvers; and a minimum of 14 hours of mentorship with a licensed, endorsed driver education teacher: 3 semester hours.

4. Passed the Virginia Driver Education Competency Test and hold a current, valid Virginia driver's license.

8VAC20-22-330. Engineering.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in engineering; or

2. Earned a baccalaureate degree from a regionally accredited college or university and completed a major in engineering or an engineering subspecialty at an Accreditation Board for Engineering and Technology (ABET)-accredited college or university program; or

3. Earned a baccalaureate degree from a regionally accredited college or university and completed an engineering technology, science, or technology education major with at least 12 hours in engineering courses, including:

   a. Introduction to Engineering Design;

   b. Statics or Dynamics;

   c. Circuits or Fluid Mechanics; and

   d. Thermodynamics; or

4. Completed a science, mathematics, or technology education major with at least five years of successful experience working in an engineering environment; or

5. Hold a Professional Engineer's license (P.E.)

8VAC20-22-340. English.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:

   a. ~~Literature~~Literacy and Reading: 12 semester hours. Courses must include:

      (1) Survey of British literature;

      (2) Survey of American literature;

      (3) World literature; and

      (4) Literary theory/criticism.

   b. Language: ~~6~~3 semester hours. ~~Experiences shall i~~Includes ~~:(1) T~~the development and nature of the English language~~,~~. ~~including some attention to comparative English grammar; and~~

      ~~(2) A grammar course integrating grammar and writing.~~

   c. Composition: ~~6~~12 semester hours. Experiences shall include:

(1) A grammar course integrating grammar and writing;

(~~1~~2)The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose; and

(~~2~~3)An advanced composition course – emphasizing rhetorical practices of expository, ~~and informational~~persuasive, argumentative, and analytical writing.

(4) Teaching research including ethical accessing, evaluating, organizing, crediting, and synthesizing information.

d. Oral language: 3 semester hours. Experiences shall include the teaching of ~~oral language in groups, as well as attention to oral language as used in both formal and informal presentations~~public and presentation speaking (including nonverbal communication and the role of communication in small group and mass communication).

e. Electives from the areas listed above: ~~9~~6 semester hours.

8VAC20-22-350. English as a second language preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English as a second language; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed 24 semester hours of coursework distributed in the following areas:

   a. Teaching of reading and writing (~~the~~ courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language; and a balanced literacy approach; one course must address ~~reading instruction~~teaching reading to English language learners): 6 semester hours;

   b. English linguistics ~~(including phonology, morphology, syntax of English)~~: 3 semester hours;

   c. Cross-cultural education: 3 semester hours;

~~d. Modern foreign languages: 6 semester hours; (if an applicant's primary language is other than English, all 6 hours must be in English);~~

~~e~~d. ~~Electives in s~~Second language acquisition~~, general linguistics, applied linguistics, psycholinguistics, sociolinguistics, ESL assessment, or ESL curriculum development~~: 3 semester hours; ~~and~~

~~f~~e. Methods of ~~teaching~~ English as a second language, ~~at the elementary and secondary levels~~to include the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards: 3 semester hours~~.~~;

f. English as a second language assessment to include assessing comprehension and communication in English: 3 semester hours; and

g. Electives from the areas listed above: 3 semester hours.

8VAC20-22-360. Foreign language preK-12.

A. The specific language of the endorsement will be noted on the license.

B. Foreign language preK-12 – languages other than Latin. Endorsement requirements~~:~~. The candidate must have:

1. ~~The candidate must have (i) g~~Graduated from an approved teacher preparation program in a foreign language; or

2. ~~(ii)~~ Earned a baccalaureate degree from a regionally accredited college or university and completed 30 semester hours of coursework, above the intermediate level in the foreign language, distributed in the following areas:~~.~~

   a. ~~courses in a~~Advanced grammar and composition;

   b. ~~c~~Conversation, culture and civilization, and literature; and

   c. In addition to the 30 semester hours, completed a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

3. ~~(~~Endorsement in a second language may be obtained with 24 semester hours of coursework above the intermediate level.~~)~~

4. ~~Native speakers or c~~Candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university must complete the following requirements:

~~a. Achieved a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language. Native speakers of English are exempt from this test;~~

~~b~~a. Achieved a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Virginia Board of Education; and

~~c~~b. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States; or obtained teacher certification in another country with at least 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels at a foreign institution.

C. Foreign language preK-12 – Latin. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in Latin; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed 24 semester hours of Latin above the intermediate level. ~~Up to~~ A maximum of six semester hours of Roman history, Roman life, mythology, or archaeology may be included in the total hours. ~~and~~ A minimum of 3 semester hours of methods of teaching Latin at the elementary and secondary levels are required.

D. Foreign language preK-12 – American Sign Language. Endorsement requirements:

1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language – American Sign Language or (ii) earned a baccalaureate degree from a regionally accredited college or university and completed a major in American Sign Language or 24 semester hours above the intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

2. Native users or candidates who have learned American Sign Language without formal academic credit in a regionally accredited college or university, as explained above, must complete the following requirements:

   a. Competency in American Sign Language demonstrated by written documentation of one of the following:

(1) Hold a current, valid Provisional, ~~q~~Qualified or ~~p~~Professional certification by the American Sign Language Teachers' Association; or

~~(2) Hold a current, valid Virginia Quality Assurance Screening Level III Interpreting certification or higher issued by the Virginia Department for the Deaf and Hard-of-Hearing; or~~

(2) Hold one of the following ~~a~~ current, valid national certificates in interpreting:

~~(3)~~a. Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC); or

~~(4)~~b. Hold a current, valid National Association for the Deaf Level IV certification or higher; or

c. National Interpreter Certification (NIC); or

(~~5~~3) Complete requirements of Achieved a qualifying score on an assessment demonstrating proficiency in American Sign Language prescribed by the Virginia Board of Education.

b. ~~Earned a~~ Completed a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States; and

c. Earned a minimum of 6 semester hours in coursework including grammar and syntax of American Sign Language.

8VAC20-22-370. Gifted education (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An earned 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 teaching area; and

~~1~~2. Completed an approved teacher preparation program in gifted education; or

~~2~~3. Completed the following requirements:

~~a. Graduated with a baccalaureate degree with an endorsement in a teaching area;~~

a. Completed 12 semester hours of graduate-level coursework in gifted education distributed in the following areas; ~~and~~

(1) Academic and social-emotional characteristics and special populations of gifted learners (3 semester hours);

(2) Curriculum models and differentiation of instruction for gifted learners (3 semester hours);

(3) Identification and assessment of gifted learners (3 hours);

(4) Current trends and issues in the field of gifted education (3 semester hours); and

~~c~~b. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with gifted students ~~in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom~~in a public or accredited nonpublic school. In lieu of the practicum, ~~O~~one year of successful, full-time teaching experience with gifted students in a public or accredited nonpublic school may be accepted provided the teacher is assigned a mentor holding a valid license with an endorsement in gifted education~~in lieu of the practicum. A mentor holding a valid license with an endorsement in gifted education must be assigned to the teacher~~.

8VAC20-22-380. Health and physical education preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in health~~,~~ and physical education; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:

   a. Personal health and safety: ~~6~~3 semester hours;

   b. Human anatomy, physiology, and kinesiology: ~~12~~9 semester hours;

   c. General health and physical education theory, including ~~planning, administration, and assessment principles~~curriculum design and development in health and physical education: ~~6~~3 semester hours;

d. ~~Physical education methodology courses, including team, individual, adaptive, cooperative activities, rhythms and dance~~Instructional methods and skills for secondary physical education: ~~9~~3 semester hours;

e. Instructional methods and skills for elementary physical education: 3 semester hours;

~~e~~f. School ~~H~~health methods course: 3 semester hours; ~~and~~

~~f~~g. Health and physical education electives: 9 semester hours;

h. Adapted physical education: 3 semester hours;

i. Technology in health and physical education: 3 semester hours;

j. Nutrition: 3 semester hours; and

k. Measurement and evaluation in the content area: 3 semester hours.

8VAC20-22-390. History and social sciences.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in history and social sciences; or

2. Earned a baccalaureate degree from a regionally accredited college or university and completed 51 semester hours of coursework distributed in the following areas:

a. History: a major in history or 18 semester hours in history (must include coursework in American history, Virginia history, and world history);

b. Political science: a major in political science or 18 semester hours in political science to include coursework in American government (state and local government);

c. Geography: 9 semester hours; and

d. Economics: 6 semester hours.

B. Add-on endorsement requirements in history, political science, geography, and economics. The candidate must have:

1. Earned a baccalaureate degree from a regionally accredited college or university and have a teaching license with ~~A~~an endorsement in history, political science, geography, or economics; and

2. Completed 21 semester hours of coursework in the additional social science area (history, political science, geography, or economics) sought.

8VAC20-22-400. Journalism (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An 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 ~~an~~ endorsement in a teaching area; and

2. A minimum of 15 semester hours in journalism.

8VAC20-22-410. Keyboarding (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An earned 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 teaching area; and

2. Completion of 6 semester hours in keyboarding. Three of the six semester hours ~~must~~may be from either formal keyboarding instruction ~~(~~or documented demonstrated mastery of the touch keyboarding skill~~)~~,; and three hours must include document formatting skills/word processing/computer applications.

8VAC20-22-420. Library media preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved preparation program in school library media; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed 24 semester hours distributed in ~~each of~~ the following areas:

   a. ~~Selection and utilization of library-media materials and equipment, including the various technologies of up-to-date libraries (computers, instructional software, and the Internet in the teaching/learning process)~~ Teaching for Learning, including: knowledge of learners and learning; effective and knowledgeable teaching; collaborative instructional partners;

integration of learning standards and technologies; assessment of and for student learning; and the design and implementation of instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge: 3 semester hours;

b. ~~Production of media and instructional materials~~Literacy and Reading, including: familiarity with children's, young adult, and professional literature in multiple formats; use of a variety of strategies to promote reading for enjoyment and information; collection development to support diverse learning needs; and collaboration to reinforce reading instructional strategies: 6 semester hours;

c. ~~Organization, administration, and evaluation of a library-media center, including ethical issues~~Information and Knowledge, including: efficient and ethical information-seeking behavior, ethical and equitable access to information, design and delivery of authentic learning through current and emerging technology, and the use of evidence-based action research to create and share knowledge: 6 semester hours;

d. ~~Theory and management of reference and bibliography~~ Advocacy and Leadership, including: networking with the library community, commitment to professional development, leadership in articulating the role of the school library program in the educational community and in student learning, and advocacy for school library programs, resources, and services: 3 semester hours;

e. ~~Selection of print-media materials for children and adolescents~~Program Management and Administration, including: planning, developing, implementing, and evaluating library programs, collections, and facilities; personnel; funding; organization of materials; professional ethics; and strategic planning and program assessment: 6 semester hours;

f. ~~Organization and technical processing of materials; and~~

g. ~~The role of the library-media specialist as a resource person for students and professional staff in curriculum design and the integration of library-media services in instruction; and~~

3. ~~Participated in~~Supervised School Library Media practicum. Experiences shall include ~~a~~ clinical experience to give the applicant an opportunity to apply the skills, understandings, and competencies required for the endorsement. One year of successful, full-time experience as a school librarian in a public or accredited nonpublic school may be accepted ~~to meet this requirement~~in lieu of the supervised practicum.

8VAC20-22-430. Mathematics.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in mathematics; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas:

   a. Algebra – Experience shall include linear algebra (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory)~~. A college or university may integrate the competencies within specified coursework and document the completion of these competencies~~;

   b. Geometry – Experience shall include Euclidean and non-Euclidean geometries;

   c. Analytic geometry;

   d. Probability and statistics;

   e. Discrete mathematics – Experience shall include the study of mathematical properties of finite sets and systems and linear programming;

   ~~f. Computer science – Experience shall include computer programming; and~~

   ~~g~~f. Calculus – Experience shall include multivariable calculus; and

   g. Mathematical modeling.

8VAC20-22-440. Mathematics – Algebra I (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An earned 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 teaching area; and

~~1~~2. Completed an approved teacher preparation program in Algebra I; or

~~1. Completed the following requirements. The candidate must have:~~

   ~~a. A baccalaureate degree from a regionally accredited college or university and an endorsement in a teaching area; and~~

~~b~~a. Completed 24 semester hours that include coursework in each of the following areas:

(1) Elementary functions, ~~and~~ introductory college algebra, and trigonometry;

~~(2) Trigonometry;~~

(~~3~~2) Linear algebra;

(~~4~~3) Calculus;

(~~5~~4) Euclidean geometry;

(~~6~~5) Probability and statistics;

(~~7~~6) Discrete mathematics; ~~and~~

(~~8~~7) ~~Computer science~~Mathematical modeling; and

(8) Methods of teaching algebra.

8VAC20-22-450. Music education – instrumental preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education – instrumental; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed 42 semester hours of coursework distributed in the following areas:

   a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.

   b. Musical performance (experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), and in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles): 18 semester hours.

   c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

8VAC20-22-460. Music education – vocal/choral preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education – vocal/choral; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed 42 semester hours of coursework distributed in the following areas:

   a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.

   b. Musical performance (experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard; and in teaching, rehearsing, and conducting ensembles): 18 semester hours.

   c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

8VAC20-22-470. Science – biology.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in biology;

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in biology or 32 semester hours in biology, and at least one course in each of the following: ~~including~~ genetics, biochemistry/molecular biology, cell biology, botany, zoology, anatomy/physiology, ecology, evolutionary biology, and other preparation consistent with the competencies for the endorsement; or

3. Earned an endorsement in another science discipline and at least 18 ~~credits~~semester hours in biology, including ~~preparation~~ at least one course in each of the following areas: genetics, biochemistry/molecular biology~~,~~ or cell biology, botany~~,~~ or zoology, anatomy/physiology, and evolutionary biology ~~and~~or ecology.

8VAC20-22-480. Science – chemistry.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in chemistry;

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in chemistry or 32 semester hours in chemistry, including at least one course in each of the following: inorganic chemistry, organic chemistry, physical chemistry, biochemistry, and analytical chemistry and other preparation consistent with the competencies required for the endorsement; or

3. Earned an endorsement in another science discipline and at least 18 ~~credits~~semester hours in chemistry, including ~~preparation~~ at least one course in each of the following areas: inorganic chemistry, organic chemistry, physical chemistry, biochemistry, and analytical chemistry.

8VAC20-22-490. Science – Earth science.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in Earth science;

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in Earth Science, geology or environmental science with a~~t least~~ minimum of 32 semester hours including at least one course in each of the following: structural geology, petrology, paleontology, oceanography, meteorology, and astronomy/space~~, and a course in geology for environmental science majors, or 32 semester hours in Earth sciences, including geology (18 semester hours), oceanography, meteorology, and astronomy and other preparation consistent with the competencies required for the endorsement~~; or

3. Earned an endorsement in another science discipline and at least 18 ~~credits~~semester hours in Earth sciences, including ~~preparation~~ at least one course in each of the following areas: structural geology, petrology, paleontology, oceanography, meteorology, and astronomy/space or planetary science.

8VAC20-22-500. Science – physics.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in physics;

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in physics or 32 semester hours in physics, including the following coursework: mechanics, electricity and magnetism, ~~and~~ optics, and Modern physics and other preparation consistent with the competencies required for the endorsement; or

3. Earned an endorsement in another science discipline and at least 18 ~~credits~~semester hours in physics, including preparation in each of the following areas: mechanics, electricity and magnetism, ~~and~~ optics, and Modern physics.

8VAC20-22-5~~30~~10. Special education – adapted curriculum K-12.

Endorsement requirements: The candidate must have:

1. ~~Have graduated~~Graduated from an approved program in special education – adapted curriculum; or

2. ~~Have~~ Earned a baccalaureate degree from a regionally accredited college or university and completed ~~a major in special education – adapted curriculum or~~ 27 semester hours in the education of students with disabilities distributed in the following areas:

   a. Core coursework: 12 semester hours distributed among the following areas:

      (1) Foundations: – 3 semester hours. ~~c~~Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical and legal aspects that include an understanding and application of the federal and state ~~(2) Foundations – legal aspects that include an understanding and application of the legal aspects,~~ regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;

      (~~3~~2)Assessment and evaluation: 3 semester hours.~~management of instruction and behavior t~~That includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education ~~practice~~; including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, ~~of~~ service delivery, curriculum, and instruction of students with disabilities~~;~~. Understanding of the current legal and ethical issues related to assessment selection and use including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations and assessment of students from diverse backgrounds.~~and of classroom management techniques and individual interventions; and~~

      (~~4~~3)Collaboration that includes skills in consultation, case management, ~~and~~ co-teaching and collaboration: 3 semester hours. Includes

understanding roles and responsibilities, knowledge and application of effective communication skills, of culturally responsive practices and strategies and the ability to develop home, school and community partnerships to address the needs of students with disabilities.

(4) Management of classroom instruction and behaviors: 3 semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behaviors supports and individual interventions; and demonstrate ability to create a safe, orderly classroom environment including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning, differentiation of instruction and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development and monitoring of behavior intervention plans.

b. Adapted curriculum coursework: 15 semester hours distributed in the following areas:

(1) Characteristics: ~~6~~3 semester hours. Skills in this area include the ability to demonstrate knowledge of the characteristics, including medical and health conditions, learning and support needs of students with disabilities (K-12), ~~whose cognitive impairments or adaptive skills require adaptations to the general curriculum, including, but not limited to, students with moderate to severe mental retardation or developmental delay; autism; multiple disabilities; traumatic brain injury; and sensory impairments as an additional disability to those~~ whose cognitive and functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including, but not limited to, students with autism spectrum disorders, developmental delay, intellectual disability, traumatic brain injury, and multiple disabilities including sensory, deaf-blindness, speech-language, orthopedic and /or health impairments as an additional disability to those referenced above.

(2) Individualized education program implementation: ~~6~~3 semester hours. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction~~,~~ program, goal development, modifications, adaptations

~~accommodations~~, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and Standards of Learning through an aligned curriculum; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels~~; and~~.

(3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age appropriate transition assessments, career development, life skills, community experiences and resources, ~~self-advocacy,~~ and self-determination to include goal setting, decision making, problem solving, self-awareness and self-advocacy, guardianship and other legal considerations.

(4) Instructional methods and strategies for the adapted curriculum: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities who need an adapted curriculum. Knowledge of the general curriculum requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Skills in this area include the ability to understand and use a range of modifications, adaptations, special instructional strategies and research-based interventions that reflect best practice in reading, writing, and mathematics instruction for students with more significant disabilities; the ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments; knowledge of available assistive and instructional technologies including alternative communication methods and systems to promote learning and independence for students with disabilities in the adaptive curriculum and the ability to evaluate its effectiveness; ability to develop and use curriculum-based and standardized assessment to conduct ongoing evaluations of instructional material and practices to determine effectiveness and assess student needs as they relate to curriculum design and delivery; ability to modify and adapt instructional content in a variety of settings, and collaborate with general education content teachers to develop and implement instructional practices that meet the needs of students with disabilities in the adapted curriculum and monitor student progress.

(5) Individualized supports and specialized care of students with significant disabilities: 3 semester hours. Knowledge of and ability to

implement adapted strategies to address the positioning, handling, communication, personal care and medical needs of students with significant disabilities. Knowledge and understanding of the roles of related disciplines and service providers in collaborative planning and service delivery. Demonstrate the ability to develop and utilize a blended curriculum design to address disability-specific or unique needs such as feeding and communication while addressing the adapted curriculum requirements.

8VAC20-22-5~~50~~20. Special education blindness/visual impairments preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education visual impairments preK-12; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in special education blindness/visual impairments or ~~27~~30 semester hours in education of students with visual impairments, distributed with at least one course in the following areas: ~~including at least one course in foundations/legal aspects of special education; characteristics of persons with visual impairments; psycho-educational assessment and assessment for visual impairment; language/literacy skill development; Braille reading and writing; behavior management; transition; consultation; anatomy, physiology, and diseases of the eye; and instructional programming and methods~~.

   a. Characteristics of students with visual impairment. Provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Includes the educational, conceptual, psychosocial, and physical implications of a visual impairment.

   b. Foundations. Includes knowledge of the foundation for educating students with disabilities; historical, ethical and legal aspects that include understanding and application of the regulatory requirements and expectations associated with identification, education and evaluation of students with disabilities.

   c. Braille Code: 3 semester hours. Includes the literary code of Braille, its implications for educational/literacy programs for students with visual disabilities and how to teach the Braille Code to students with visual impairments.

d. Braille reading and writing: 3 semester hours. Includes instruction in the various technologies used by students who use Braille; basic instruction on transcription of advanced Braille codes, including music, foreign language, chemistry, computer Braille, and Nemeth code (Braille mathematics code); techniques for teaching skills in each code, and technology tools used to create Braille and tactile materials in addition to other assistive technologies used for instruction in mathematics and science.

e. Medical and educational implications of visual impairment. Includes anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development.

f. Assistive technology for students with sensory impairment. Introduces specific technology and resources available to enhance and improve ability of individuals with sensory disabilities; includes literacy skill development of students who are blind or visually impaired using technology.

g. Curriculum and assessment. Includes knowledge of educational assessments used with students with visual impairments and additional disabilities including deaf-blindness. Addresses assessment of technology needs of students with visual impairments, including functional vision assessments, learning media assessments, assistive technology, and assessment in areas of the expanded core curriculum; application of assessment results to development of the IEP, planning for placement, services and accommodations for students with visual impairments.

h. Positive behavior intervention supports. Includes understanding of research-based, positive behavior intervention supports and individual interventions; knowledge of the elements of effective instructional planning, differentiation of instruction and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development and monitoring of behavior intervention plans.

i. Collaboration. Includes skills in consultation, case management, co-teaching and collaboration that includes understanding roles and responsibilities, knowledge and application of effective communication skills, of culturally responsive practices and strategies and the ability to develop home, school and community partnerships to address the needs of students who are visually impaired.

j. Teaching methods. Includes methods of teaching compensatory skills, the core curriculum, and technology used by students who are blind and

visually impaired; introduces Individual Family Service Plans (IFSPs) ; understanding and application of development and implementation of the IEP including service delivery, curriculum, and instruction of students who are visually impaired. Knowledge of the general curriculum requirements and expectations and how to provide access to the curriculum, based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in instruction for students who are visually impaired. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Ability to develop and use curriculum-based and standardized assessments to conduct ongoing evaluations of instructional materials and practices to assess student needs as they relate to curriculum design and delivery. Ability to model and directly teach instructional strategies in a variety of settings, and monitor student progress. Ability to adapt materials and procedures to meet the needs of students with visual impairments.

k. Orientation and Mobility. Includes the components of orientation and mobility (O&M), how the need for independent travel in the blind population created the field of O&M, the philosophy and history of O&M, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized.

8VAC20-22-5~~20~~30. Special education ~~hearing impairments~~deaf/hard of hearing preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education ~~hearing impairments~~deaf/hard of hearing; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in special education ~~hearing impairments~~deaf/hard of hearing or 27 semester hours in education of ~~the hearing impaired~~students who are deaf/hard of hearing distributed in the following areas~~,~~: ~~including at least one course in foundations/legal aspects of special education, characteristics of individuals with hearing impairments, psycho-educational assessment, instructional programming, speech-language development, behavior management, audiology, speech and hearing science, and communication modalities.~~

a. Foundations: 3 semester hours. Includes knowledge of the foundation for educating students with disabilities; historical, ethical and legal aspects that include understanding and application of the regulatory requirements and expectations associated with identification, education, and evaluation of students with disabilities.

b. Characteristics: 3 semester hours. Includes the ability to demonstrate knowledge of etiologies of hearing loss, definitions, characteristics, learning and support needs of students who are deaf/hard of hearing from pre-K through secondary levels, who may be using various communication modalities/languages, and who may have additional disabilities.

c. Assessment and evaluation: 3 semester hours. Includes an understanding and application of the foundation of assessment and evaluation related to best practice, including types and characteristics of assessments, formal and informal assessment, and the use of assessment information to determine special education eligibility and inform service delivery, curriculum, accommodations, instructional methods, and student progress. Understanding comprehensive evaluation requirements, participation of students with disabilities in state and local accountability systems, assessment options, appropriate testing accommodations and assessment of students from diverse backgrounds.

d. Instructional planning: 3 semester hours. Familiarity with Individual Family Service Plans (IFSPs). An understanding and application of development and implementation of the IEP including service delivery, curriculum, and instruction of students who are deaf/hard of hearing and transition. Knowledge of the general curriculum requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in instruction for students who are deaf/hard of hearing. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Ability to develop and use curriculum-based and standardized assessments to conduct ongoing evaluations of instructional materials and practices to assess student needs as they relate to the curriculum design and delivery. Ability to model and directly teach instructional strategies in a variety of settings, collaborate with general educators to develop and implement instructional practices that meet the needs of students who are deaf/hard of hearing and monitor student progress.

e. Speech, language, and literacy development: 3 semester hours. Includes an understanding of the normal developmental sequence of speech, language (oral, signed, and written), auditory, and cognitive milestones, varying methodologies and strategies used in assessing language skills (through the air and spoken) of a student who is deaf/hard of hearing; demonstrate skills necessary to foster and enhance language development and communication skills in students who are deaf/hard of hearing including American Sign Language, Cued Speech, and listening and spoken language skills. Ability to model and directly teach instructional strategies that foster language and literacy development.

f. Classroom/behavior management: 3 semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behavior intervention supports and individual interventions; demonstrate ability to create a safe, orderly classroom environment including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning, differentiation of instruction, and other instructional approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development and monitoring of behavior intervention plans

g. Audiology/speech and hearing science: 3 semester hours. Understanding of the basic principles of sound reception and production including neuroanatomy of speech and hearing mechanisms and physical characteristics and measurement of acoustic stimuli; biological, neurological, and acoustic bases of communication; reading and interpreting audiograms and other audiologic assessments used in determining eligibility; knowledge of types, degrees and effects of hearing loss on developmental domains; relevance of age of onset, age of identification of hearing loss and age of amplification and intervention in speech and language development; ability to troubleshoot hearing aids, external components of cochlear implants, and other assistive listening devices; ability to foster development of listening skills.

h. Collaboration: 3 semester hours. Includes skills in consultation, case management, co-teaching and collaboration that includes understanding roles and responsibilities, knowledge and application of effective communication skills, of culturally responsive practices and strategies and the ability to develop home, school and community partnerships to address the needs of students who are deaf/hard of hearing.

i. Communication Modalities: 3 semester hours. Includes introduction to the various communication modalities used by students who are deaf or hard of hearing, including listening and spoken language, cued speech, speech reading, and through the air communication including use of

American Sign Language (ASL) and contact varieties of signed language; coursework to learn ASL.

8VAC20-22-5~~10~~40. Special education early childhood (birth-age 5).

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in early childhood special education; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in early childhood special education or 27 semester graduate hours in early childhood special education, including at least one course in each of the following:

   a. Foundations and legal aspects of special education: 3 semester hours;

   b. Assessment for diagnosis, program planning, and curriculum-based measurement to document progress ~~techniques~~ for young children with typical development, disabling and at-risk conditions~~,~~: 3 semester hours;

   c. Curriculum and instructional programming for preschool~~,~~: 3 semester hours;

   d. Speech/language development and intervention~~,~~: 3 semester hours;

   e. Medical aspects~~,~~: 3 semester hours;

   f. Social and emotional skills, and behavior management for early childhood~~,~~: 3 semester hours;

   g. Consultation, co-teaching, coaching, and mentoring~~,~~: 3 semester hours;

   h. ~~child growth and development, and f~~Family-centered intervention~~.~~: 3 semester hours; and

   i. Early childhood elective: 3 semester hours.

8VAC20-22-5~~40~~50. Special education – general curriculum K-12.

Endorsement requirements: The candidate must have:

1. ~~Have g~~Graduated from an approved program in special education – general curriculum; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~Have~~ completed ~~a major in special education – general curriculum or~~ 27 semester hours in the education of students with disabilities distributed in the following areas:

   a. Core coursework: 12 semester hours distributed among the following areas:

      (1) Foundations: 3 semester hours. ~~c~~Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state ~~(2) Foundations legal aspects that include an understanding and application of the legal aspects,~~ regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities~~;~~.

      (~~3~~2)Assessment and evaluation: 3 semester hours.~~management of instruction and behavior t~~That includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education ~~practice~~; including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, ~~of~~ service delivery, curriculum, and instruction of students with disabilities~~;~~. Understanding of the current legal and ethical issues related to assessment selection and use including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations and assessment of students from diverse backgrounds.~~and of classroom management techniques and individual interventions; and~~

      (~~4~~3) Collaboration that includes skills in consultation, case management, ~~and~~ co-teaching and collaboration: 3 semester hours. Includes understanding roles and responsibilities, knowledge and application of effective communication skills, of culturally responsive practices and strategies and the ability to develop home, school and community partnerships to address the needs of students with disabilities.

      (4) Management of classroom instruction and behaviors: 3 semester hours. Includes an understanding and knowledge of research-based classroom management techniques, positive behavior support and individual interventions; and demonstrate ability to create a safe, orderly classroom environment including classroom organization, instructional design, and establishment of classroom routines and procedures. Knowledge of the elements of effective instructional planning, differentiation of instruction and other instructional

approaches to enhance student engagement and achievement. Understanding of behavior assessments, data collection and analysis, development and monitoring of behavior intervention plans.

b. General curriculum coursework: 15 semester hours distributed in the following areas:

(1) Characteristics: ~~6~~3 semester hours. Skills in this area shall include the ability to demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with learning disabilities, emotional ~~disturbance~~disability, ~~mental retardation~~intellectual disabilities; developmental delay; autism; other health impaired; traumatic brain injury; and multiple disabilities;

(2) Individualized education program ~~Implementation~~development and implementation: ~~6~~3 semester hours. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional~~,~~ program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

(3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

(4) Instructional strategies in reading and writing: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and

expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.

(5) Instructional strategies in mathematics: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement

instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

8VAC20-22-560. Special education – general curriculum K-6 (add-on endorsement)

Endorsement requirements: The candidate must:

1. Hold an earned baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with an endorsement in elementary education (early/primary education preK-3/elementary education preK-6).

2. Have completed 15 semester hours in the education of students with disabilities distributed in each of the following areas:

   a. Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.

   b. Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional~~,~~ program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

   c. Assessment and evaluation: 3 semester hours. That includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education; including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities. Understanding of the current legal and ethical issues related to assessment selection and use including comprehensive evaluation requirements, students with disabilities

participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations and assessment of students from diverse backgrounds.

d. Instructional strategies in reading and writing: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.

e. Instructional strategies in mathematics: (3 semester hours). An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized

mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

8VAC20-22-570. Special education – general curriculum middle grades 6-8 (add-on endorsement)

Endorsement requirements: The candidate must:

1. Hold an earned baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with an endorsement in middle education (Middle Education 6-8 English, Middle Education 6-8 History and Social Sciences, Middle Education 6-8 Mathematics, or Middle Education-Sciences).

2. Have completed 15 semester hours in the education of students with disabilities distributed in each of the following areas:

   a. Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.

   b. Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional~~,~~ program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

c. Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

d. Instructional strategies in reading and writing: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.

e. Instructional strategies in mathematics: (3 semester hours). An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state

assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

8VAC20-22-580. Special education – general curriculum secondary grades 6-12 (add-on endorsement)

Endorsement requirements: The candidate must:

1. Hold an earned baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with an endorsement in English, History and Social Sciences, Mathematics, Biology, Chemistry, Earth Science, or Physics.

2. Have completed 15 semester hours in the education of students with disabilities distributed in each of the following areas:

   a. Foundations: 3 semester hours. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.

   b. Individualized education program development and implementation: 3 semester hours. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instructional, program, goal development, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities

who are accessing the general education curriculum across the K-12 grade levels.

c. Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

d. Instructional strategies in reading and writing: 3 semester hours. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.

e. Instructional strategies in mathematics: (3 semester hours). An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based

interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Virginia Standards of Learning and state assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as they relate to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

8VAC20-22-5~~60~~90. Speech communication (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An earned ~~A~~ baccalaureate degree from a regionally accredited college or university and a license issued by the Virginia Board of Education with a teaching ~~an~~ endorsement in a teaching area; and

2. A minimum of 15 semester hours in speech communication.

8VAC20-22-~~570~~600. Theatre arts preK-12.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in theatre arts; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in theatre arts or 33 semester hours distributed among the following areas:

a. Directing: 6 semester hours;

b. Technical theatre: 9 semester hours;

c. Cultural context and theatre history: 3 semester hours;

d. Performance: 6 semester hours; and

e. Dramatic literature: 9 semester hours.

B. Add-on endorsement requirements in theatre arts preK-12. The candidate must have:

1. An 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 ~~an~~ endorsement in a teaching area; and

2. Completed 15 semester hours distributed in the following areas:

a. Directing: 3 semester hours;

b. Technical theatre: 3 semester hours;

c. Cultural context and theatre history: 3 semester hours; and

d. Performance: 6 semester hours.

8VAC20-22-~~580~~610. Visual arts preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in visual arts; or

2. Earned a baccalaureate degree from a regionally accredited college or university and ~~C~~completed a major in visual arts or 36 semester hours in art ~~with course~~ distributed~~ion~~ in the following areas:

a. Two-dimensional media: 12 semester hours;

b. Three-dimensional media: 12 semester hours;

c. Cultural context and art history, ~~judgment and criticism, and aesthetics: 9~~6 semester hours; ~~and~~

d. Evaluation and criticism and aesthetics: 3 semester hours; and

e. Related areas of the fine arts: 3 semester hours.

Part VI − Licensure Regulations Governing Support Personnel

8VAC20-22-~~590~~620. Administration and supervision preK-12.

A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office instructional supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals must meet the requirements for the administration and supervision preK-12 endorsement through one of the four options listed in this section ~~and be recommended by a Virginia school division superintendent~~. A school leader's assessment prescribed by the Virginia Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

B. Option I. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate must have:

1. Earned ~~A~~a master's degree from a regionally accredited college or university;

2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia ;

3. Completed an approved program in administration and supervision from a regionally accredited college or university;

4. Completed ~~a minimum of 320 clock hours of~~ a deliberately structured and supervised internship that ~~provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be~~ is focused on ~~instructional leadership and learning~~student academic progress for all students ~~and must occur in a public school or accredited nonpublic school~~; and

   a. Provides significant experiences within a school environment for candidates to synthesize and apply the content knowledge and develop professional skills through school-based leadership experiences;

   b. Shall occur in a public or accredited nonpublic school;

c. Provides exposure to five different multiple sites (elementary, middle high, central office, agency) with diverse student populations; and

d. Documents a minimum of 320 clock hours, of which 120 clock hours are embedded as experiential field-based opportunities experienced during coursework.

5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Virginia Board of Education. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Virginia Board of Education.

C. Option II. Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order to be eligible for Level I endorsement under this option, the candidate must have:

1. Earned ~~A~~a master's degree from a regionally accredited college or university;

2. Completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program;

3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;

4. Satisfied the requirements for the school leaders licensure assessment specified by the Virginia Board of Education; and

5. Been recommended by the superintendent in the employing Virginia school division.

D. Option III. Alternate route to Level I administration and supervision preK-12 endorsement. In order to be eligible for Level I endorsement under this option, the candidate must have:

1. Earned ~~A~~a master's degree from a regionally accredited college or university;

2. Completed graduate coursework in school law, evaluation of instructional personnel, special education, school finance, and educational leadership, and

other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program; **or** completed school law, school finance, and a research-based program approved by the Virginia Department of Education that includes organizational leadership, instructional leadership, instructional practices in content areas, data utilization, evaluation and instructional coaching, and creating positive school cultures;

3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;

4. Satisfied the requirements for the school leaders licensure assessment specified by the Virginia Board of Education; and

5. Been recommended by the superintendent in the employing Virginia school division.

E. Option IV. Out-of-state administration and supervision endorsement. Virginia does not issue a stand-alone license in administration and supervision. The endorsement is added to a license. The candidate must have:

1. Earned ~~A~~a master's degree from a regionally accredited college or university; and

2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position;

3. Satisfied the requirements for the school leaders licensure assessment specified by the Virginia Board of Education; and

4. Hold ~~A~~a current, valid out-of-state license (full credential) with an endorsement in administration and supervision or completed an approved program in administration and supervision from a regionally accredited college or university leading to an endorsement as a building-level administrator.

F. Principal of Distinction (Level II) endorsement in administration and supervision preK-12. A building-level administrator may seek the Principal of Distinction (Level II) endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn the Principal of Distinction (Level II) endorsement, the candidate must meet two or more of the following criteria as specified by the Virginia Board of Education and

documented in a Virginia Department of Education approved format and be recommended by the employing Virginia school division superintendent:

1. Evidence of improved student achievement;

2. Evidence of effective instructional leadership;

3. Evidence of positive effect on school climate or culture;

4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or

5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

8VAC20-22-6~~00~~30. Division Superintendent License.

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option ~~one~~I. The individual must:

   a. Hold an earned doctorate degree in educational administration or educational leadership from a regionally accredited college or university; and

   b. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be successful, full-time teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

2. Option ~~two~~II. The individual must:

   a. Hold an earned master's degree from a regionally accredited college or university ~~plus 30~~ and completed 30 graduate semester hours beyond the conferral date of the master's degree;

   b. Have completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:

      ~~(1) Knowledge and understanding of student growth and development, including:~~

~~(a) Applied learning and motivational theories;~~

~~(b) Curriculum design, implementation, evaluation and refinement;~~

~~(c) Principles of effective instruction, measurement, evaluation and assessment strategies;~~

~~(d) Diversity and its meaning for educational programs; and~~

~~(e) The role of technology in promoting student learning.~~

~~(2) Knowledge and understanding of systems and organizations, including:~~

~~(a) Systems theory and the change process of systems, organizations and individuals;~~

~~(b) The principles of developing and implementing strategic plans;~~

~~(c) Information sources and processing, including data collection and data analysis strategies;~~

~~(d) Learning goals in a pluralistic society; and~~

~~(e) Effective communication, including consensus building and negotiation skills.~~

~~(3) Knowledge and understanding of theories, models, and principles of organizational development, including:~~

~~(a) Operational procedures at the school and division/district level;~~

~~(b) Principles and issues of school safety and security;~~

~~(c) Human resources management and development, including adult learning and professional development models;~~

~~(d) Principles and issues related to fiscal operations of school management;~~

~~(e) Principles and issues related to school facilities and use of space;~~

~~(f) Legal issues impacting school operations and management; and~~

~~(g) Technologies that support management functions.~~

~~(4) Knowledge and understanding of the values and ethics of leadership, including:~~

~~(a) The role of leadership in modern society;~~

~~(b) Emerging issues and trends that impact the school community;~~

~~(c) Community resources and partnerships of school, family, business, government and higher education institutions;~~

~~(d) Community relations and marketing strategies and processes; and~~

~~(e) Conditions and dynamics of the diverse school community.~~

~~(5) Knowledge and understanding of the purpose of education and its role in a modern society, including:~~

~~(a) The philosophy and history of education; and~~

~~(b) Various ethical frameworks and professional ethics.~~

~~(6) Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:~~

~~(a) The role of public education in developing and renewing a democratic society and an economically productive nation;~~

~~(b) The law as related to education and schooling;~~

~~(c) The political, social, cultural and economic systems and processes that impact schools;~~

~~(d) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;~~

~~(e) Global issues and forces affecting teaching and learning; and~~

~~(f) The importance of diversity and equity in a democratic society.~~

~~c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be successful, full-time teaching experience at the preK-12 level and two of which must be in successful, administration/supervision at the preK-12 level.~~

(1) Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including;

(a) Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;

(b) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;

(c) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;

(d) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;

(e) Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;

(f) Knowledge, understanding, and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;

(g) Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students as well as individual goals outlined in their Individualized Education Plans (IEPs);

(h) Integration of technology in curriculum and instruction to enhance learner understanding;

(i) Identification, analysis, and resolution of problems using effective problem-solving techniques;

(j) Development, articulation, implementation, and stewardship of a vision of excellence, linked to mission and core beliefs that

promote continuous improvement consistent with the goals of the school division.

(2) Knowledge understanding, and application of leadership and organizations, including;

(a) The change process of systems, organizations and individuals, using appropriate and effective adult learning models;

(b) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

(c) Information sources and processing, including data collection and data analysis strategies;

(d) Using data as a part of ongoing program evaluation to inform and lead change;

(e) Developing a change management strategy for improved student outcomes;

(f) Developing distributed leadership strategies to create personalized learning environments for diverse schools; and

(g) Effective two-way communication skills including consensus building, negotiation, and mediation skills.

(3) Knowledge, understanding and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including;

(a) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level;

(b) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;

(c) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;

(d) Knowledge, understanding, and application of Virginia's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*;

(e) Principles and issues related to fiscal operations of school management;

(f) Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;

(g) Legal issues impacting school operations and management;

(h) Technologies that support management functions; and

(i) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

(4) Knowledge, understanding and application of the conditions and dynamics impacting a diverse school community, including:

(a) Emerging issues and trends within school/community relations;

(b) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

(c) Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and

(d) Integration of technology to support communication efforts.

(5) Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:

(a) Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;

(b) Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty

and staff members in building a diverse professional learning community;

(c) Reflective understanding of moral and legal consequences of decision making in the school setting;

(d) Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions; and

(e) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

(6) Knowledge, understanding and application of leadership theories and influences that impact schools, including:

(a) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;

(b) Identify and respond to internal and external forces and influences on a school;

(c) Identify and apply the processes of educational policy development at the state, local, and school level; and

(d) Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

3. Option ~~three~~III. The individual must:

   a. Hold an earned master's degree from a regionally accredited college or university;

   b. Hold a current, valid out-of-state license with an endorsement as a division/district superintendent; and

   c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be successful, full-time teaching experience at the preK-12 level and two of which must be in successful administration/supervision.

4. Option ~~four~~IV. The individual must:

a. Hold an earned master's degree, or its equivalent, from a regionally accredited college or university;

b. Have held a senior leadership position such as Chief Executive Officer or senior military officer; and

c. Be recommended by a school board interested in employing the individual as superintendent.

8VAC20-22-6~~10~~40. Mathematics specialist for elementary ~~and middle~~ education.

Endorsement requirements. The candidate must have:

1. Earned a baccalaureate degree from a regionally accredited college or university and an endorsement in a teaching area; and

~~1~~2. Completed at least three years of successful, full-time ~~classroom~~ teaching experience in a public or accredited nonpublic school in which the teaching of mathematics was an important responsibility; and

3. Graduated from an approved mathematics specialist for elementary preparation program (master's level); or

4. Completed a master's level program in mathematics, mathematics education, or related education field with at least ~~30~~21 semester hours undergraduate or graduate mathematics coursework distributed in the following areas: a)Number and operations; b) Rational numbers; c) Geometry and measurement; d) Probability and statistics; e) Algebra and functions; and at least nine semester hours of graduate coursework pertaining to mathematics education in mathematics instructional leadership, evaluation of mathematics curriculum and instruction, mathematical learning theory, and student assessment for mathematics ~~the competencies listed below, including at least 21 hours of coursework in undergraduate or graduate-level mathematics~~.

~~a. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;~~

~~b. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra;~~

~~c. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;~~

~~d. Understanding of the connections among mathematical concepts and procedures and their practical applications;~~

~~e. Understanding of and the ability to use the five processes – becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations – at different levels of complexity;~~

~~f. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;~~

~~g. Understanding of major current curriculum studies and trends in mathematics;~~

~~h. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;~~

~~i. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;~~

~~j. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;~~

~~k. Understanding of and the ability to use strategies to teach mathematics to diverse learners;~~

~~l. Understanding of leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches; and~~

~~m. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.~~

8VAC20-22-650. Mathematics specialist for middle education.

Endorsement requirements. The candidate must have:

1. Earned a baccalaureate degree from a regionally accredited college or university and an endorsement in a teaching area; and

2. Completed at least three years of successful, full-time teaching experience in a public or accredited nonpublic school in which the teaching of mathematics was an important responsibility; and

3. Hold the secondary mathematics teaching endorsement (6-12); and

4. Graduated from an approved mathematics specialist for middle education preparation program (master's level); or

5. Completed a master's level program in mathematics, mathematics education, or related education field with at least 21 semester hours of undergraduate or graduate mathematics coursework distributed in the following areas; a) Number and operations; b) Rational numbers; c) Geometry and measurement; d) Probability and statistics; e) Algebra and functions; and at least nine semester hours of graduate coursework pertaining to mathematics education in mathematics instructional leadership, evaluation of mathematics curriculum and instruction, mathematical learning theory, and student assessment for mathematics.

8VAC20-22-6~~20~~60. Reading specialist.

Endorsement requirements. The candidate must have:

1. Completed a~~n~~ ~~approved~~ graduate-level reading specialist state-approved preparation program (master's degree required) that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the diagnosis and remediation of reading difficulties.

2. Satisfied the requirements for the reading specialist assessment specified by the Virginia Board of Education.

3. At least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

8VAC20-22-6~~30~~70. School counselor preK-12.

Endorsement requirements~~:~~.

1. Option I. The candidate must have:

   a. ~~An~~ ~~e~~Earned a master's degree from a regionally accredited college or university and completed an approved school counselor ~~education~~ preparation program that shall include at least 100 clock hours of

~~clinical~~internship and practicum experiences in the preK-6 setting and 100 clock hours of ~~clinical~~internship and practicum experiences in the grades 7-12 setting; and

b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in ~~guidance and~~school counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in ~~guidance and~~school counseling in a public or accredited nonpublic school under a Provisional License may be accepted to meet this requirement.

2. Option II. The candidate must have:

a. ~~An e~~Earned a master's degree from a regionally accredited college or university and ~~certification from~~ completed an approved school counselor ~~education~~preparation program that shall include at least 100 clock hours of internship and practicum experiences in the preK-6 setting and 100 clock hours of internship and practicum experiences in the grades 7-12 setting; and

b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in ~~guidance and~~school counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in ~~guidance and~~school counseling in a public or accredited nonpublic school under a nonrenewable Provisional License may be accepted to meet this requirement.

8VAC20-22-6~~40~~80. School manager license.

A. The school manager license is intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer non-instructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian.

B. To earn a school manager license, the candidate must:

1. ~~Hold~~ Earned a baccalaureate degree from a regionally accredited college or university;

2. Have three years successful, full-time managerial experience; and

3. Be recommended for the license by a Virginia school division superintendent.

8VAC20-22-6~~50~~90. School psychology.

Endorsement requirements:

1. Option I. The candidate must complete:

   a. An approved program in school psychology; and

   b. Earned a baccalaureate degree from a regionally accredited college or university and completed ~~S~~sixty graduate hours, 54 of which are academic coursework (exclusive of field-based experiences) that culminate in at least a master's degree; and

   c. An internship that is documented by the degree granting institution. ~~No more than 12 hours of internship can be counted toward the 60 graduate semester hours required for licensure.~~ The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive years. The internship shall occur under conditions of appropriate supervision, i.e., the school-based supervisor shall be licensed as either a school or clinical ~~hold a valid credential as a school psychologist and non-school based supervisor shall be an appropriately credentialed~~ psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited schooling setting.

2. Option II. The candidate must hold a currently valid certificate issued by the National School Psychology Certification Board.

8VAC20-22-~~660~~700. School social worker.

Endorsement requirements. The candidate must have:

~~1. Option I. The candidate must have:~~

~~a~~1. ~~An e~~Earned a master's of social work degree from a regionally accredited college or university school of social work with a minimum of 60 graduate semester hours;

~~b~~2. A minimum of six graduate semester hours in education to include six semester hours from two of the following courses:~~; and~~

   a. The teaching profession (3 semester hours);

   b. Characteristics of special education (3 semester hours);

   c. Human development and learning (3 semester hours); or

d. Classroom and behavior management (3 semester hours).

~~c~~3. Completed a supervised practicum or field experience of a minimum of 400 clock hours in a public or accredited nonpublic school discharging the duties of a school social worker. One year of successful, full-time experience as a school social worker in a public or accredited nonpublic school may be accepted in lieu of the school social work practicum.

~~2. Option II. The candidate must have:~~

~~a. An earned master's of social work from a regionally accredited college or university school of social work with a minimum of 60 graduate semester hours;~~

~~b. A minimum of six graduate semester hours in education; and~~

~~c. One year of successful full-time supervised experience as a school social worker in a public or accredited nonpublic school.~~

~~8VAC20-22-670. Special education: speech-language pathologist preK-12.~~

~~Endorsement requirements. The candidate must have:~~

~~1. An earned master's degree in speech-language pathology from an regionally accredited institutioncollege or university; or~~

2. ~~A current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology.~~

8VAC20-22-~~680~~710. Vocational evaluator.

Endorsement requirements:

1. Option I. The candidate must be certified as a Vocational Evaluation Specialist by holding a Professional Vocational Evaluator (PVE)credential or (CVE), meeting all standards and criteria of the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES).

2. Option II. The candidate must have earned a master's degree in vocational evaluation, career and technical education, special education, or rehabilitation counseling; and completed 15 graduate semester hours distributed in the following areas:

   a. Tests and measurements: 3 semester hours;

   b. Medical and educational aspects of disability: 3 semester hours;

c. Occupational information and job analysis: 3 semester hours;

d. Purposes/practices of vocational evaluation: 3 semester hours; and

e. Career/life planning/transition services: 3 semester hours.

Part VII − Revocation, Cancellation, Suspension, Denial, and Reinstatement of Teaching Licenses

8VAC20-22-~~690~~720. Revocation.

A. A license issued by the Virginia Board of Education may be revoked for the following reasons:

1. Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;

2. Falsification of school records, documents, statistics, or reports;

3. Conviction of any felony;

4. Conviction of any misdemeanor involving moral turpitude;

5. Conviction of any misdemeanor involving a child (minor) or drugs (not alcohol);

~~5~~6. Conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students;

~~6~~7. Misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted;

~~7~~8. Acts related to secure mandatory tests as specified in §22.1-292.1 of the *Code of Virginia*;

~~8~~9. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by §22.1-279.3:1 of the *Code of Virginia*. Any person whose ~~administrative or teaching~~ license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; ~~or~~

10. Revocation, suspension, surrender, cancellation, invalidation, or denial of (or other adverse action against) a teaching, administrator, pupil personnel services, or other education-related certificate or license by another state, territory, or country;

11. Founded case of child abuse or neglect, after all appeal rights have been exhausted;

12. Notification of dismissal or resignation pursuant to §22.1-313 of the *Code of Virginia;* or

~~9~~13. Other good and just cause in the best interest of the public schools of the Commonwealth of Virginia.

B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal or other responsible school employee to file a complaint in any case in which he has knowledge that a holder of a license is guilty of any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the ~~charge~~ complaint. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint.~~ or unless circumstances are present making subsection A of this section applicable.~~

C. Petition for revocation. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the ~~teacher~~ license holder shall be notified of the complaint by a written petition for revocation of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the ~~teacher's~~ license holder's last known address. ~~If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.~~

D. Form of petition. The petition for the revocation of a license shall set forth:

1. The name and last known address of the person against whom the petition is being filed;

2. The type of license and the license number held by the person against whom the petition is being filed;

3. The offenses alleged and the specific actions that comprise the alleged offenses;

~~4. The name and address of the party filing the original complaint against the license holder;~~

~~5~~4. A statement of rights of the person charged under this chapter. The statement of rights shall include notification to the person of the right to cancel the license if he chooses not to contest the ~~charges.~~ allegations in the petition. The statement must notify the individual that he shall receive a notice of cancellation that will include the statement: "The license holder voluntarily returned the license in response to a petition for revocation." The individual also shall be notified that the cancellation of the license will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States; and

~~6~~5. Any other pertinent information.

E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is or was last employed.

F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days ~~after the date of service~~ of delivery or attempted delivery of the petition as certified by the United States Postal Service.

1. If the ~~teacher~~ license holder does not wish to contest the ~~charges~~ allegations in the petition, he may cancel the license by returning the license to the division superintendent with a written, signed statement requesting cancellation in response to a petition for revocation. The division superintendent shall forward the request for cancellation along with the petition for revocation to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send a notice of cancellation to the person by certified mail within 14 days of receipt of the request for cancellation.

2. If the license holder files a written answer admitting or denying the ~~charges,~~ allegations in the petition or ~~refuses to accept the copy of the petition from the postal authorities, or~~ fails to file a written answer within 14 days ~~after service~~ of delivery or attempted delivery of the petition as certified by the United States Postal Service, ~~or has failed to provide postal authorities with a forwarding address so that the petition can be delivered,~~ the local school board shall promptly proceed to a hearing. ~~as described in subdivisions 3 and 4 of this subsection. 3. If the license holder files his written answer denying the charges in the petition, t~~ The local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and

place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.

~~4~~3. ~~Following~~ At the hearing, the local school board shall receive the recommendation of the division superintendent and then either ~~dismiss the charges~~ deny the petition or recommend license revocation or suspension. A decision to ~~dismiss the charges~~ deny the petition shall be final, except as specified in subsection G of this section, and the investigative file on the ~~charges~~ petition shall be closed and maintained as a separate file. Any record or material relating to the ~~charges in any other file~~ allegations in the petition shall be placed in the investigative file. Should the local school board recommend the revocation or suspension of a license, the division superintendent shall forward the recommendation and the investigative file to the Superintendent of Public Instruction within 14 days.

G. Revocation on motion of the Virginia Board of Education. The Virginia Board of Education reserves the right~~, in situations not covered by this chapter,~~ to act directly to revoke a license when the ~~division superintendent or the local school board has not filed a petition for revocation and the~~ Virginia Board of Education has reasonable cause to believe that subsection A of this section is applicable. The Superintendent of Public Instruction ~~shall~~ may send a petition for revocation to the license holder as provided by subsection D of this section. The license holder shall have the opportunity to respond to the petition or request cancellation of the license within 14 days of ~~receipt~~ delivery or attempted delivery of the petition, as certified by the United States Postal Service.

1. If the license holder files a written answer admitting the ~~charges,~~ allegations in the petition ~~or refuses to accept the copy of the petition from the postal authorities,~~ or fails to file a written answer within 14 days ~~after service~~ of delivery or attempted delivery of the petition as certified by the United States Postal Service, ~~or has failed to provide postal authorities with a forwarding address so that the petition can be delivered,~~ the petition shall be forwarded to the Virginia Board of Education for action. No revocation will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8VAC20-22-7~~40 B~~80 C.

2. If the license holder timely files his written answer denying the ~~charges~~ allegations in the petition, the Superintendent of Public Instruction shall schedule a hearing with the investigative panel provided in 8VAC20-21-7~~40~~80. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing. The investigative panel shall take action on the petition as specified in 8VAC20-21-7~~40~~80. No revocation will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8VAC20-21-7~~40~~80 C.

H. Reinstatement of license. A license that has been revoked may be reinstated by the Virginia Board of Education after five years if the board is satisfied that reinstatement is in the best interest of ~~the former license holder and~~ the public schools of the Commonwealth of Virginia. The individual seeking reinstatement must ~~apply~~ submit a written request and completed application to the board. ~~for reinstatement~~. The request for reinstatement will be reviewed by the Superintendent's Investigative Panel pursuant to 8VAC20-21-7~~0~~4080. Notification to all appropriate parties will be communicated in writing by the ~~state agency.~~ Virginia Department of Education.

8VAC20-22-7~~00~~30. Cancellation.

A. A license may be canceled by the voluntary return of the license by the license holder. Reasons for cancellation are the same as those listed under 8VAC20-22-~~690~~720 A.

B. Procedures. The individual may voluntarily return the license to the division superintendent or the Superintendent of Public Instruction ~~following revocation on motion by the Board of Education~~ with a written, signed statement requesting cancellation. The individual shall acknowledge in the request that he understands that the notice of cancellation will include the statement: "The license holder voluntarily returned his teaching license and requested cancellation. Reasons for cancellation are the same as those for revocation." However, if the request for cancellation is in response to a petition for revocation, the individual shall acknowledge that he understands that the notice of cancellation will include the statement: "The license holder voluntarily returned the license in response to a petition for revocation." The individual also shall acknowledge that he understands that the cancellation of the license will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States. ~~When applicable, t~~ The division superintendent shall forward ~~the~~ any request for cancellation ~~along with~~ and, if applicable, the petition for revocation to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send the person a notice of cancellation by certified mail within 14 days of receipt of the request for cancellation.

C. Reinstatement of license. A license that has been canceled may be ~~reissued using the normal procedure for application~~ reinstated by the Virginia Board of Education if the board is satisfied that reinstatement is in the best interest of ~~the former license holder and~~ the public schools of the Commonwealth of Virginia. The individual seeking reinstatement must ~~apply~~ submit a written request and completed application to the board. ~~for reinstatement.~~ The request for reinstatement will be reviewed by the Superintendent's Investigative Panel pursuant to 8VAC20-21-7~~0~~4080. Notification to all appropriate parties will be communicated in writing by the Virginia Department of Education.

8VAC20-22-7~~10~~40. Suspension.

A. A license may be suspended for the following reasons:

1. Physical, mental, or emotional incapacity as shown by a competent medical authority;

2. Incompetence or neglect of duty;

3. Failure or refusal to comply with school laws and regulations, including willful violation of contractual obligations;

4. Acts related to secure mandatory tests as specified in §22.1-292.1 of the *Code of Virginia*;

5. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by §22.1-279.3:1 of the *Code of Virginia*. Any person whose ~~administrative or teaching~~ license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; or

6. Other good and just cause ~~of a similar nature~~ in the best interest of the public schools of the Commonwealth of Virginia.

B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal, or other responsible school employee to file a complaint in any case in which he has knowledge that the license holder has committed any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the ~~charge~~ complaint. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board on its own motion votes to proceed to a hearing on the complaint. ~~or unless circumstances are present making subsection C of this section applicable.~~

C. Petition for suspension. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the ~~teacher~~ license holder shall be notified of the complaint by a written petition for suspension of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the ~~teacher's~~ license holder's last known address. ~~If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.~~

D. Form of petition. The petition for the suspension of a license shall set forth:

1. The name and last known address of the person against whom the petition is being filed;

2. The type of license and the license number held by the person against whom the petition is being filed;

3. The offenses alleged and the specific actions that comprise the alleged offenses;

~~4. The name and address of the party filing the original complaint against the license holder;~~

~~5~~4. A statement of the rights of the person ~~charged under this chapter~~ against whom the petition is being filed. The statement of rights shall notify the person of the right to cancel the license if he chooses not to contest the ~~charges~~ allegations in the petition. The statement also shall notify the individual that the license may be suspended for up to five years and that he shall receive a notice of cancellation that will include the statement: "The license holder voluntarily returned the license in response to a petition for suspension." The individual also shall be notified that the cancellation and period of suspension will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States; and

~~6~~5. Any other pertinent information.

E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is or was last employed.

F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days ~~after the date of service~~ of delivery or attempted delivery of the petition, as certified by the United States Postal Service.

1. If the ~~teacher~~ license holder does not wish to contest the ~~charges~~ allegations in the petition, he may cancel the license by returning the license to the division superintendent with a written and signed statement requesting cancellation. The division superintendent shall forward the request for cancellation along with the petition for suspension to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send the person a notice of cancellation ~~along with the time period for the suspension~~ by ~~registered~~ certified mail within 14 days of receipt of the request for cancellation.

2. If the license holder files a written answer admitting ~~the charges,~~ or denying the allegations in the petition ~~refuses to accept the copy of the petition from the postal authorities,~~ or fails to file a written answer within 14 days ~~after service~~ of delivery or attempted delivery of the petition as certified by the United States Postal Service, ~~or has failed to provide postal authorities with a forwarding address so that the petition can be delivered,~~ the local school board shall promptly proceed to a hearing. ~~as described in subdivisions 3 and 4 of this subsection. 3. If the license holder files his written answer denying the charges in the petition, t~~ The local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.

~~4~~3. ~~Following~~ At its hearing, the local school board shall receive the recommendation of the division superintendent and then either ~~dismiss the charges~~ deny the petition or ~~make such recommendations relative to suspension of a license as it deems appropriate~~ recommend suspension. A decision to ~~dismiss the charges~~ deny the petition shall be final, except as specified in subsection G of this section, and the investigative file on the ~~charges~~ petition shall be closed and ~~all materials expunged.~~ maintained as a separate file. Any record or material relating to the allegations in the petition shall be placed in the investigative file. Should the local school board recommend the suspension of a license, ~~this recommendation, along with supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.~~ the division superintendent shall forward the recommendation and the investigative file to the Superintendent of Public Instruction within 14 days.

G. Suspension on motion of the Virginia Board of Education. The Virginia Board of Education reserves the right~~, in situations not covered by this chapter,~~ to act directly ~~in suspending~~ to suspend a license~~. No such suspension will be ordered without the involved license holder being given the opportunity for the hearing as specified in 8VAC20-22-740 C.~~ when the Virginia Board of Education has reasonable cause to believe that subsection A of this section is applicable. The Superintendent of Public Instruction may send a petition for suspension to the license holder as specified in subsection D of this section. The license holder

shall have the opportunity to respond to the petition or request cancellation of the license within 14 days of delivery or attempted delivery of the petition, as certified by the United States Postal Service.

1. If the license holder files a written answer admitting the allegations in the petition or fails to file a written answer within 14 days of delivery or attempted delivery of the petition as certified by the United States Postal Service, the petition shall be forwarded to the Virginia Board of Education for action. No suspension will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8VAC20-22-74~~0~~80 B.

2. If the license holder timely files his written answer denying the allegations in the petition, the Superintendent of Public Instruction shall schedule a hearing with the investigative panel provided in 8VAC20-22-74~~0~~80. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing. The investigative panel shall take action on the petition as specified in 8VAC20-22-74~~0~~80. No suspension will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8VAC20-22-74~~0~~80 C.

H. Reinstatement of license. A license may be suspended for a period of time not to exceed five years. The license may be reinstated by the ~~Department of Education~~ Superintendent of Public Instruction, upon written request and application, with verification that all requirements for license renewal have been satisfied. ~~The individual must apply to the board for reinstatement.~~ Notification to all appropriate parties will be communicated in writing by the Virginia Department of Education.

8VAC20-22-72~~0~~50. Denial.

A. A license may be denied for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;

2. Falsification of records or documents;

3. Conviction of any felony;

4. Conviction of any misdemeanor involving moral turpitude;

5. Conviction of any misdemeanor involving a child (minor) or drugs (not alcohol);

~~5~~6. Conduct with a direct and detrimental effect on the health, welfare, discipline, or morale of students;

~~6~~7. Revocation, suspension, surrender, cancellation, ~~or~~ invalidation, or denial of (or other adverse action against) ~~the~~ a teaching, administrator, pupil personnel services, or other education-related certificate or license by another state, territory, or country;

8. Founded case of child abuse or neglect, after all appeal rights have been exhausted; or

~~7~~9. Other good and just cause ~~of a similar nature~~ in the best interest of the public schools of the Commonwealth of Virginia.

~~B. Expired license. The holder of a license that has expired may be denied renewal or reinstatement by the Superintendent of Public Instruction for any of the reasons specified in 8VAC20-22-690 A. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in 8VAC20-22-740 C.~~

8VAC20-22-7~~25~~60. Expired licenses.

A. Renewal. The holder of a license that has expired must apply for a license according to the procedures set forth in 8VAC20-22-110 or 8 VAC20-22-40. Such application may be denied renewal ~~or reinstatement~~ by the Superintendent of Public Instruction for any of the reasons specified in 8VAC20-22-~~690~~720 A. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in 8VAC20-22-7~~40~~80 C.

B. Revocation/Suspension. A license issued by the Virginia Board of Education may be revoked or suspended for any of the reasons listed in 8VAC20-22-~~690~~720 or 8VAC20-22-7~~00~~30, even if the license is expired, as long as the basis for action occurred prior to the issuance of the license or while the license was active.

8VAC20-22-7~~30~~70. Right to counsel and transcript.

A license holder or applicant shall have the right, at his own expense, to be represented by an attorney or other representative at ~~the~~ any local school board hearing provided for in 8VAC20-22-~~690~~720 F or 8VAC20-22-7~~10~~40 F, ~~the~~ investigative panel hearing provided for in 8VAC20-22-7~~40~~80 A, or ~~in the~~ proceeding~~s~~ before the Virginia Board of Education, as specified in 8VAC20-22-7~~40~~80 A. The hearing before the local school board and the investigative panel hearing provided in 8VAC20-22-7~~40~~80 A shall be recorded, and upon written request, the license holder or applicant shall be provided a transcript of the hearing at his own expense. Any such hearing ~~before a local school board and any hearing~~ before the Virginia Board of Education shall be recorded, and,

upon written request, the ~~party charged~~ license holder or applicant shall be provided a transcript of the hearing ~~transcript without~~ at no charge.

8VAC20-22-74~~0~~80. Action by the ~~State~~ Superintendent of Public Instruction and the Virginia Board of Education.

A. Superintendent's Investigative Panel: Superintendent's Recommendation. Upon receipt of a ~~complaint~~ petition, ~~from the local school division,~~ the Superintendent of Public Instruction will ensure that an investigative panel at the state level reviews the petition. The panel shall consist of three to five members selected by the Superintendent of Public Instruction. ~~Assistant Superintendent of Teacher Education and Licensure of the Virginia Department of Education.~~ The applicant or license holder shall be ~~notified within 14 days of the receipt of the complaint to~~ given at least 14 days' notice of ~~Department of Education as to~~ the date, time, and location of the investigative panel hearing when his case will be considered. The Virginia Department of Education shall ensure that the applicant or license holder receives all documentation that will be used during the investigative panel hearing prior to the hearing. ~~A representative~~ Representatives of the local school division and the applicant or license holder, are entitled to be present with counsel and witnesses if so desired. The investigative panel hearing shall be recorded. The recommendation of the investigative panel is made to the ~~State~~ Superintendent of Public Instruction who will forward his recommendation and the ~~license holder's file~~ documentation used during the investigative panel hearing to the ~~State~~Virginia Board of Education or its duly designated committee at one of its scheduled meetings. The applicant or license holder shall be given at least 14 days' notice of the ~~State~~Virginia Board of Education meeting when his case will be considered. Following the investigative panel hearing, the Virginia Department of Education shall forward the recommendation of the investigative panel ~~and the license holder's file~~ to the applicant or license holder as soon as practicable, but no later than 14 days prior to the scheduled ~~State~~Virginia Board of Education meeting when his case will be considered.

B. The ~~State~~ Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have a misdemeanor convictions related to drugs (not alcohol) based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education as required in this ~~sub~~section.

C. ~~State~~Virginia Board of Education hearing. The Virginia Board of Education, or its duly designated committee, shall consider the recommendation of the Superintendent of Public Instruction and such relevant and material evidence as the applicant or license holder may desire to present at the hearing. At its discretion, the Virginia Board of Education may ask the applicant or license holder questions. At the conclusion of the hearing, the Virginia Board of Education will announce its decision.

D. The decision of the ~~State~~Virginia Board of Education shall be recorded in the minutes of the meeting, and the applicant or license holder and principal complainants will receive written notice of the decision.

8VAC20-22-75~~0~~90. Right of applicant or license holder to appear at hearing.

An applicant or ~~A~~a license holder shall have the right to appear in person at the hearings held by the local school board, Board of Education, or board committee described in this part unless he is confined to jail or a penal institution. The local school board or Board of Education, at its discretion, may continue such hearings for a reasonable time if the applicant or license holder is prevented from appearing in person for reasons such as documented medical or mental impairment.

8VAC20-22-~~760~~800. Notification.

Notification of the revocation, suspension, cancellation, denial, or reinstatement of a license shall be made by the Superintendent of Public Instruction, or his designee, to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States.