

Virginia Board of Education Agenda Item



Agenda Item: B

Date: January 22, 2015

Title	Final Review of Proposed <i>Guidelines for Using Supplementary Written Materials to Teach the Documents of Virginia History and the United States Constitution</i> as Required by HB197 of the 2014 General Assembly		
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Other. Specify below:

First Review: November 20, 2014

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
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 5: The approval of guidelines for teachers to use supplementary written materials that contain accurate restatements of the principles contained in the documents of Virginia history and the United States Constitution supports the goal of highly qualified and effective educators in Virginia’s classrooms and schools.

The 2014 General Assembly approved HB197 (Landes), a bill that states: “That the Board of Education shall develop guidelines for supplementary written materials that teachers use to teach the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia

Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights.” Language was added to the *Code of Virginia* that states, “Each teacher shall ensure that all supplementary written materials that he uses to teach these documents contain accurate restatements of the principles contained in such documents.”

Code of Virginia, § 22.1-201. Study of documents of Virginia history and United States Constitution.

To increase knowledge of citizens' rights and responsibilities thereunder and to enhance the understanding of Virginia's unique role in the history of the United States, the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights shall be thoroughly explained and taught by teachers to pupils in public elementary, middle, and high schools. Emphasis shall be given to the relationship between these documents and Virginia history, and to citizenship responsibilities inherent in the rights included in these documents. Each teacher shall ensure that all supplementary written materials that he uses to teach these documents contain accurate restatements of the principles contained in such documents. Written examinations as to each of such documents shall be given.

The Department of Education shall develop guidelines for supplementary written materials that teachers use to teach the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights.

Summary of Important Issues:

State law requires that the following documents shall be taught to all pupils in the public schools of the Commonwealth: the Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12, 1612, of the Virginia Company, and the Virginia Declaration of Rights. Emphasis shall be given to the citizenship responsibilities inherent in the rights included in these documents. Each teacher shall ensure that all supplementary written materials that he/she uses to teach these documents contain accurate restatements of the principles contained in such documents.

The proposed guidelines are included as Attachment A. There were no changes from first to final review.

Impact on Fiscal and Human Resources:

The impact on the Department of Education to develop and implement these guidelines is not expected to be significant and can be absorbed with existing staff.

Timetable for Further Review/Action:

Upon approval by the Board of Education, the approved guidelines will be disseminated to school divisions via a Superintendent’s Memorandum.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the *Guidelines for Using Supplementary Written Materials to Teach the Documents of Virginia History and the United States Constitution*.

Rationale for Action:

The 2014 legislation which requires that all supplementary written materials that teachers use to teach these documents contain accurate restatements of the principles contained in such documents became effective July 1, 2014. The Superintendent of Public Instruction recommends that the Board approve the guidelines, in accordance with the *Code of Virginia*, so that they can be communicated to school divisions and used in instructional planning during this school year.

Guidelines for Using Supplementary Written Materials to Teach the Documents of Virginia History and the United States Constitution

Legislative Mandate: House Bill 197

Legislation in the 2014 General Assembly amended § 22.1-201 of the *Code of Virginia* to require teachers to use accurate restatements of the principles contained in the study of documents of Virginia history and the United States Constitution when using supplementary written materials.

Specifically, the *Code* now states (emphasis added)

*To increase knowledge of citizens' rights and responsibilities thereunder and to enhance the understanding of Virginia's unique role in the history of the United States, the Declaration of American Independence, the general principles of the Constitution of the United States, including the Bill of Rights, the Virginia Statute of Religious Freedom, the charters of the Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights shall be thoroughly explained and taught by teachers to pupils in public elementary, middle, and high schools. Emphasis shall be given to the relationship between these documents and Virginia history, and to citizenship responsibilities inherent in the rights included in these documents. **Each teacher shall ensure that all supplementary written materials that he uses to teach these documents contain accurate restatements of the principles contained in such documents.** Written examinations as to each of such documents shall be given.*

Summary of Important Issues

State law requires that the following documents shall be taught to all pupils in the public schools of the Commonwealth: the Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12, 1612, of the Virginia Company, and the Virginia Declaration of Rights. Emphasis shall be given to the citizenship responsibilities inherent in the rights included in these documents. Each teacher shall ensure that all supplementary written materials that he uses to teach these documents contain accurate restatements of the principles contained in such documents.

Primary Source Documents

Primary source documents provide a window into the past—unfiltered access to the record of artistic, social, scientific, and political thought and achievement during the specific period under study, produced by people who lived during that period. Using primary source documents in classroom instruction engages students, develops critical thinking skills, and allows students to construct knowledge as they form reasoned conclusions, base their conclusions on evidence, and connect primary sources to the context in which they were created, synthesizing information from multiple sources. (Library of Congress) <http://www.loc.gov/teachers/usingprimarysources/>

Supplementary Documents

The Virginia Department of Education provides *Documents of American History* that include the text of the Constitution of Virginia, Virginia Statute for Religious Freedom, Declaration of Independence, Constitution of the United States of America with Amendments and the Virginia Charters online at

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/resources/documents_american_history.pdf. Each teacher shall ensure that all supplementary written materials that he/she uses to teach these documents contain accurate restatements of the principles contained in such documents.

Samples of Primary Source Lesson Plans and Written Materials

Four History and Social Science Standards of Learning Institutes were held in the fall of 2012. The Institutes used primary sources to provide participants with examples of how effective history and social science instruction may be enhanced for students in each course range and how teachers can improve student achievement in content areas of greatest challenge.

http://www.doe.virginia.gov/instruction/history/professional_development/institutes/index.shtml

Samples of Supplementary Written Materials Available Online

Library of Congress

<http://www.loc.gov/teachers/usingprimarysources/>

Library of Virginia

<http://www.lva.virginia.gov/>

National History Education Clearinghouse

<http://teachinghistory.org/best-practices/using-primary-sources/24490>

National Archives

<http://www.archives.gov/education/>

Each teacher shall ensure that all supplementary written materials that he/she uses to teach these documents contain accurate restatements of the principles contained in such documents.