
VIRGINIA STANDARDS FOR THE PROFESSIONAL PRACTICE OF TEACHERS

Approved by the
Virginia Board of Education
May 21, 2008

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



TABLE OF CONTENTS

Introduction	1
Standards for the Professional Practice of All Teachers	3
Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas	
Teachers of English	5
Teachers of History and Social Science	8
Teachers of Mathematics	12
Teachers of Science	15
Teachers of Career and Technical Education	18
Teachers of English as a Second Language	22
Teachers of Fine Arts	25
Teachers of Foreign Language	28
Teachers of Health, Physical, and Driver Education	31
Teachers of Special Education	35
Appendices	
Appendix A: Supplemental Document A - Inquiry Format	41
Appendix B: Supplemental Document B - Exemplar Format	50
Acknowledgements	60

Virginia Standards for the Professional Practice of Teachers

Introduction

The Virginia Standards for the Professional Practice of Teachers have been developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. These standards are intended as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

The standards are designed to provide a conceptual model of good teaching. They represent the knowledge and skills that are common to all teachers from pre-kindergarten through grade 12. Teachers need to know what will be expected of them and how they will be evaluated. The standards will assist teachers to reflect on student learning, teaching, and to develop professional development plans to improve teaching practice.

The standards are not intended to describe the performance of beginning teachers, but rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

The Virginia Standards for the Professional Practice of Teachers are presented in two sections: Standards for the Professional Practice of All Teachers and Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health, physical, and driver education; and special education. The standards are organized around six interrelated categories of teaching practice. The six categories of standards or teaching practices are:

- Knowledge of Students
- Knowledge of Content
- Planning, Delivery, and Assessment of Instruction
- Safe, Effective Learning Environment
- Communication and Collaboration
- Professionalism

Within each standard are key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. Together these six standards and key elements represent the scope and complexity of teaching.

The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas follow the same format as the Virginia Standards for the Professional Practice of All Teachers and build on the *Virginia Licensure Regulations for School Personnel* and the *Virginia Standards of Learning*. Standards developed by the National Board for Professional Teaching Standards in the various content areas also guided the work of the content-specific task force members.

To further guide teachers as they define and develop their practice around the six standards, the task force created two supplemental documents. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insights into teaching through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard. These questions address only a sample of important aspects of teaching and are not intended to be used as a checklist. Rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Standards for the Professional Practice of All Teachers

Standard One: Knowledge of Students

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Standard Two: Knowledge of Content

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

Standard Three: Planning, Delivery, and Assessment of Instruction

The teacher plans, delivers, and assesses instruction effectively.

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Standard Four: Safe, Effective Learning Environment

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Key Element 3: The teacher develops and maintains rapport with students.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Standard Five: Communication and Collaboration

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

Standard Six: Professionalism

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *English*

Standard One: Knowledge of Students

Teachers of English use information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

Standard Two: Knowledge of Content

Teachers of English demonstrate an understanding of the knowledge, skills, and processes of English.

Key Element 1: Teachers of English use standards, resources, and techniques to maximize student learning in the areas of speaking, listening, reading, writing, and research.

Key Element 2: Teachers of English use a variety of texts, ideas, perspectives and approaches in the study of literature to expand students' knowledge of themselves and their world.

Key Element 3: Teachers of English apply the conventions of standard English in reading, writing, and oral communication.

Key Element 4: Teachers of English understand the writing process and use a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

Key Element 5: Teachers of English are knowledgeable of a variety of effective reading strategies and help students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of English demonstrate knowledge in the planning, delivery, and assessment of English instruction.

Key Element 1: Teachers of English select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

Key Element 2: Teachers of English use a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

Key Element 3: Teachers of English encourage students' self-directed learning and the creative application of oral language, writing, and reading interpretation.

Key Element 4: Teachers of English encourage inquiry and require students to provide credible evidence from a variety of sources.

Key Element 5: Teachers of English incorporate real world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

Key Element 6: Teachers of English facilitate students' active learning through projects, collaborative work, multi-media, and oral interpretation.

Key Element 7: Teachers of English engage students in a variety of formative and summative assessments to include oral, written, and self-assessments.

Standard Four: Safe, Effective Learning Environment

Teachers of English create and maintain a classroom environment that supports and encourages students to develop and practice communication skills. They create an intellectual environment that enables students to develop competence in reading, writing, listening, and speaking skills. They encourage opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

Standard Five: Communication and Collaboration

Teachers of English collaborate with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary professionals into the classroom. These learning experiences may include student writing as well as providing opportunities for speeches, presentations, and dramatic interpretation.

Standard Six: Professionalism

Teachers of English reflect on what they teach and how they teach. They keep abreast of current research-based practices in English and continually seek to improve their knowledge and practice.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *History and Social Science*

Standard One: Knowledge of Students

Teachers of history and social science use information regarding student development, prior knowledge, background, interests, and experiences with history and social science to design thoughtful curricula and to provide effective instruction.

Standard Two: Knowledge of Content

Teachers of history and social science demonstrate an understanding of the knowledge, skills, processes, and democratic values of history and social science.

Key Element 1: Teachers of history/social science understand the concepts, big ideas, essential questions, and essential knowledge from the disciplines of history, geography, economics, and civics included in the *Virginia Standards of Learning for History and Social Science*.

Key Element 2: Teachers of history/social science integrate knowledge from history, geography, economics, and civics in their courses, and from other academic disciplines as appropriate.

Key Element 3: Teachers of history/social science use content from history, geography, economics, and civics to develop the skills of (1) acquiring, organizing, and interpreting information from primary and secondary sources; (2) historical inquiry; (3) reading and interpreting maps, graphs, charts, and political cartoons; (4) making and defending decisions on public policies; and (5) actively participating in groups.

Key Element 4: Teachers of history/social science understand and appreciate the core values of life, liberty, truth, equality of opportunity, and justice that form the foundation of American democracy and how conflicts exist among these values.

Key Element 5: Teachers of history/social science understand and appreciate the cultural diversity of American society and of the world and how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

Key Element 6: Teachers of history/social science are knowledgeable of significant historical periods, the role of conflict and cooperation, and patterns of continuity and change in United States and World History.

Key Element 7: Teachers of history/social science are knowledgeable of places and regions of the world, the physical processes that shape the earth, patterns of movement and interconnectedness, and the forces of cooperation and conflict among peoples around the world.

Key Element 8: Teachers of history/social science are knowledgeable of the purpose and organization of government and know how to promote the active participation of citizens in a democracy.

Key Element 9: Teachers of history/social science understand how the market economy and other types of global economies organize for the production, distribution and consumption of goods and services.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of history and social science demonstrate the knowledge and ability to plan, deliver and assess instruction that enable students to investigate and discuss essential ideas and questions in ways that promote higher order thinking and connections to the real world.

Key Element 1: Teachers of history/social science use the content and investigative processes of history, geography, economics, and civics to promote the thoughtful investigation of essential questions and understandings in the *Virginia Standards of Learning for History and Social Science*.

Key Element 2: Teachers of history/social science organize content from history, geography, economics, and civics into meaningful, coherent, and engaging units of instruction using a variety of instructional strategies, including those that require higher levels of thinking.

Key Element 3: Teachers of history/social science select and organize content from history, geography, economics, and civics that examines value-based topics and addresses controversial historical and contemporary issues.

Key Element 4: Teachers of history/social science connect content and activities to personal or real world experiences.

Key Element 5: Teachers of history/social science model thoughtfulness by asking challenging questions, asking students to explain and provide evidence for conclusions, encouraging students to raise questions and evaluate proposed solutions, and promoting discourse on topics that stimulate higher order thinking.

Key Element 6: Teachers of history/social science encourage and model the skills of historical inquiry, interpreting information from primary sources, maps, charts, graphs, and political cartoons, and making decisions on public issues.

Key Element 7: Teachers of history/social science engage students in a variety of written and oral assessment tasks, including essays, research projects, and various forms of discussion.

Standard Four: Safe, Effective Learning Environment

Teachers of history and social science create a learning environment in which thinking, discourse, and respect for diverse viewpoints are the norms.

Key Element 1: Teachers of history/social science create a learning environment in which historical thinking, civic competence, questioning, problem-solving, and decision-making are pursued and encouraged.

Key Element 2: Teachers of history/social science create a learning environment where diverse viewpoints on controversial historical and contemporary issues are explored and respected.

Key Element 3: Teachers of history/social science create opportunities for students to collaborate, discuss, and seek consensus in small and large groups, while accepting disagreements and conflicting points of view with tolerance, understanding, and sensitivity.

Standard Five: Communication and Collaboration

Teachers of history and social science use community resources and collaborate with other professionals to expand their knowledge and provide opportunities for their students.

Key Element 1: Teachers of history/social science utilize community resources through field trips, guest speakers, museum artifacts, newspaper and other media, and computer technology.

Key Element 2: Teachers of history/social science encourage students to participate in community-based service and civic learning projects.

Key Element 3: Teachers of history/social science collaborate with their colleagues, discipline experts, and other educational professionals to expand their knowledge of instructional materials and practices, improve their school's history/social science program, and advance teacher and student knowledge of history, geography, economics, and civics.

Standard Six: Professionalism

Teachers of history and social science regularly reflect on and seek to improve their practice.

Key Element 1: Teachers of history/social science regularly reflect on what they teach and how they teach.

Key Element 2: Teachers of history/social science continually seek to improve their practice through academic course work, fieldwork, membership in professional organizations, and by attending workshops and conferences.

Key Element 3: Teachers of history/social science take advantage of real-world community opportunities in disciplines they teach (e.g., archaeological digs, museum programs, civic projects).

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Mathematics*

Standard One: Knowledge of Students

Teachers of mathematics interpret and use research on how children learn mathematics as well as use information regarding students' prior knowledge and experiences in mathematics to guide their instruction. Teacher understand the effect of students' age, abilities, interests, and experience on learning mathematics to provide all students an opportunity to enhance their mathematical thinking and extend their opportunities in mathematics.

Standard Two: Knowledge of Content

Teachers of mathematics demonstrate an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world around us, and mathematical representations.

Key Element 1: Teachers of mathematics responsible for instruction at all levels (K-12) understand the key concepts of number and operations, number sense, number systems, algebraic structures, algebra, geometry, measurement, probability and statistics, the role of functions and variables, probabilistic and proportional reasoning.

Key Element 2: Teachers of mathematics demonstrate and foster:

- the disposition to do mathematics
- the confidence to learn mathematics independently
- the development and application of mathematical language and symbolism
- a view of mathematics as a study of patterns and relationships.

Key Element 3: Teachers of mathematics have a thorough understanding of the mathematics they are teaching as well as a vision of where that mathematics is leading.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures. Teachers of mathematics believe that all students can learn to think mathematically. They understand that teaching is a complex process and not reducible to recipes or prescriptions.

Key Element 1: Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with, and solve problems.

Key Element 2: Teachers of mathematics select, adapt, and use instructional materials and research-based pedagogy that engage students in active learning, and promote reflective thought and understanding.

Key Element 3: Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and communicating. This interaction, between teacher and students and students with students, fosters the development of critical mathematical processes - problem solving, reasoning and proof, communication, connections, and representation - and influences students' dispositions toward doing mathematics.

Key Element 4: Teachers of mathematics understand and are able to demonstrate appropriate use of manipulatives, calculators, graphing utilities and computer software to enhance and support student understanding to provide learning opportunities and environments in which students use manipulatives, calculators, graphing utilities, and computer software to make sense of the mathematics.

Key Element 5: Teachers of mathematics foster writing in the classroom that requires students to communicate using mathematics and to reflect on their own mathematical understanding.

Standard Four: Safe, Effective Learning Environment

Teachers of mathematics create an intellectually and emotionally safe environment in which mathematical thinking is the norm. They understand that what students learn is fundamentally connected to how they learn it. They create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematics opinions of others.

Standard Five: Communication and Collaboration

Teachers of mathematics collaborate with peers and other educational professionals to strengthen their school's mathematics program and advance mathematical knowledge of teachers, students, families, and school communities.

Standard Six: Professionalism

Teachers of mathematics regularly reflect on what they teach and how they teach. They keep abreast of research in mathematics and mathematical pedagogy, continually seeking to improve their knowledge and practice.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Science*

Standard One: Knowledge of Students

Teachers of science use information regarding students' prior knowledge and development in science to guide their instruction in order to provide all students an opportunity to enhance their scientific investigation, reasoning, and logic skills and to extend their opportunities in science.

Standard Two: Knowledge of Content

Teachers of science demonstrate an understanding of the knowledge, skills, and the processes of science.

Key Element 1: Teachers of science understand major scientific concepts, principles, theories, and laws of their disciplines included in the *Virginia Science Standards of Learning*.

Key Element 2: Teachers of science understand interrelationships among the disciplines of science.

Key Element 3: Teachers of science use mathematics in the acquisition, analysis, and reporting of data in solving problems.

Key Element 4: Teachers of science convey the unifying concepts of science including systems, order and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; forms and function.

Key Element 5: Teachers of science understand the philosophical tenets, assumptions, goals, and values that distinguish science from pseudo-science.

Key Element 6: Teachers of science use their knowledge of current research to effectively design, conduct, report, and evaluate investigations in science.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of science incorporate the nature of science and scientific inquiry into instruction by using the knowledge and significance of science and scientific advances to connect to other disciplines and to daily life.

Key Element 1: Teachers of science engage students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Key Element 2: Teachers of science organize and engage students by using different student group learning strategies.

Key Element 3: Teachers of science engage students effectively in developmentally appropriate inquiries that lead them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Key Element 4: Teachers of science encourage and model the skills of scientific inquiry as well as the curiosity, openness to new ideas, and skepticism that defines science.

Key Element 5: Teachers of science relate the contributions and significance of science to social and cultural developments.

Key Element 6: Teachers of science relate the historical development of scientific concepts and scientific reasoning to current understanding.

Key Element 7: Teachers of science use multiple strategies to probe for students' scientific preconceptions and use that information to guide their instruction.

Standard Four: Safe, Effective Learning Environment

Teachers of science employ the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space and resources needed for learning science.

Key Element 1: Teachers of science require knowledge and respect for safety in the use of organisms, materials, chemicals, and equipment.

Key Element 2: Teachers of science review and implement general guidelines for safety as well as regulations related to collection and use of living organisms.

Key Element 3: Teachers of science use science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in the learning of science.

Key Element 4: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

Key Element 5: Teachers of science create and maintain a psychologically and socially safe supportive learning environment conducive to challenging scientific evidence.

Standard Five: Communication and Collaboration

Teachers of science demonstrate the importance of relating science to the community and of involving stakeholders and using community resources to promote the learning of science.

Standard Six: Professionalism

Teachers of science engage actively and continuously in updating their knowledge of current developments and new technologies.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Career and Technical Education*

Standard One: Knowledge of Students

Teachers of career and technical education use information regarding student development, prior knowledge, background, interests, and experiences to provide the opportunity for all students to enhance their critical thinking skills and their intellectual, social, personal, and professional development.

Key Element 1: Teachers of career and technical education counsel students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

Key Element 2: Teachers of career and technical education educate their students about opportunities for employment in non-traditional fields.

Key Element 3: Teachers of career and technical education support and advance the development of life skills that enable students to experience quality growth and maturity and achieve personal goals.

Key Element 4: Teachers of career and technical education foster student involvement in the appropriate Career and Technical Student Organization.

Standard Two: Knowledge of Content

Teachers of career and technical education understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 1: Teachers of career and technical education demonstrate a sound approach to career and technical education, which demands the infusion of the core disciplines in the school curriculum. Teachers not only have to understand these disciplines, they must also know how to select from among the concepts and skills related to their disciplines.

Key Element 2: Teachers of career and technical education are knowledgeable about the subject matter in their field, including new developments, findings, technology, and industry certifications. They explore their subject areas thoroughly to establish and maintain a firm understanding of the content in their field.

Key Element 3: Teachers of career and technical education incorporate workplace readiness skills, all aspects of industry, and internet safety into the curriculum.

Key Element 4: Teachers of career and technical education integrate the appropriate activities and learning opportunities of the career and technical student organization into the curriculum to foster application of learning, to develop leadership skills, and to promote professional development.

Key Element 5: Teachers of career and technical education include all essential competencies in each course in the appropriate discipline(s).

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of career and technical education demonstrate the knowledge and ability to plan, deliver, and assess instruction based on the essential competencies of the discipline and support the Virginia Standards of Learning.

Key Element 1: Teachers of career and technical education design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers of career and technical education differentiate instruction to accommodate the learning needs of all students.

Key Element 3: Teachers of career and technical education use materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 4: Teachers of career and technical education select, evaluate, and adapt multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 5: Teachers of career and technical education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 6: Teachers of career and technical education communicate specific performance expectations and use a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

Key Element 7: Teachers of career and technical education relate content and activities to personal or real-world experiences and interests.

Key Element 8: Teachers of career and technical education facilitate students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment where appropriate.

Standard Four: Safe, Effective Learning Environment

Teachers of career and technical education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of career and technical education create a safe and positive environment for students both in the classroom and where applicable on work-based learning sites.

Key Element 2: Teachers of career and technical education document the classroom and career experiences relevant to safety training and workplace preparation skills.

Key Element 3: Teachers of career and technical education manage classroom procedures to ensure continuous student engagement through maximized learning time.

Key Element 4: Teachers of career and technical education create a supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation for all students.

Standard Five: Communication and Collaboration

Teachers of career and technical education establish partnerships and collaborate with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: Teachers of career and technical education work in partnership with families to promote student learning at home and in school.

Key Element 2: Teachers of career and technical education collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers of career and technical education reinforce a collaborative effort with business and industry through the use of advisory committees where necessary.

Key Element 4: Teachers of career and technical education reinforce, through recruitment efforts, the benefits of career and technical education in collaboration with appropriate school personnel (i.e. administrators, guidance counselors, etc).

Key Element 5: Teachers of career and technical education collaborate with core academic teachers to develop and utilize integrated lesson plans with real world examples and applications.

Key Element 6: Teachers of career and technical education collaborate with teachers of special education to meet the learning needs of all students.

Standard Six: Professionalism

Teachers of career and technical education model professionalism.

Key Element 1: Teachers of career and technical education model professional and ethical standards as well as exhibit personal integrity in all interactions.

Key Element 2: Teachers of career and technical education continually reflect on, evaluate, and seek to improve their profession and update their knowledge and skills based on new business and industry trends and technology and educational pedagogy.

Key Element 3: Teachers of career and technical education take responsibility for and participate in meaningful and continuous processes of professional development including membership and participation in appropriate professional and community organizations.

Key Element 4: Teachers of career and technical education affiliate with and maintain appropriate student organizations as a means of promoting student professionalism.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *English as a Second Language*

Standard One: Knowledge of Students

Teachers of English as a Second Language use information regarding students' cultures, English and home language proficiency levels, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

Standard Two: Knowledge of Content

Teachers of English as a Second Language demonstrate that they understand the knowledge, skills, and processes of learning English as a new language.

Key Element 1: Teachers of English as a Second Language demonstrate knowledge of multiple second language acquisition teaching strategies and techniques to expand students' knowledge.

Key Element 2: Teachers of English as a Second Language demonstrate knowledge of English linguistics including morphology, phonology, semantics, and syntax and can apply those principles to instruction.

Key Element 3: Teachers of English as a Second Language have post-secondary (or equivalent) experience in learning a second language.

Key Element 4: Teachers of English as Second Language demonstrate proficiency in listening, reading, speaking and writing in English.

Key Element 5: Teachers of English as a Second Language understand the role of culture and home language in English language development and academic achievement.

Key Element 6: Teachers of English as a Second Language have knowledge of U.S. culture and how to help students make appropriate cultural transitions.

Key Element 7: Teachers of English as a Second Language demonstrate that they understand Virginia’s accountability system as it applies to limited English proficient students.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of English as a Second Language plan, deliver, and assess instruction effectively to assist limited English proficient students in English language acquisition.

Key Element 1: Teachers of English as a Second Language teach the conventions of the English language required for social situations and also teach skills, vocabulary, and concepts that support students’ learning in academic areas.

Key Element 2: Teachers of English as a Second Language effectively use a variety of materials, texts, ideas, perspectives, and approaches to deliver instruction.

Key Element 3: Teachers of English as a Second Language use scientifically based strategies that reflect best current practices in teaching that promote higher order thinking skills.

Key Element 4: Teachers of English as a Second Language teach the standards by identifying, choosing, and adapting a wide range of materials, resources, and technologies in ESL/ content instruction.

Key Element 5: Teacher of English as a Second Language prepare students for participation in Virginia’s Standards of Learning including ELP standards and assessments as they apply to limited English proficient students.

Key Element 6: Teachers of English as a Second Language engage students in a variety of ongoing formative and summative assessments to include performance-based assessments appropriate to their English proficiency level.

Key Element 7: Teachers of English as a Second Language use state standards and local curriculum to deliver a coherent curriculum to limited English proficient students through effective long-range, standards-based planning.

Standard Four: Safe, Effective Learning Environment

Teachers of English as a Second Language foster a classroom environment that encourages students to develop and practice communication skills.

Key Element 1: Teachers of English as a Second Language value diversity and diverse perspectives by integrating students’ cultures into the classroom.

Key Element 2: Teachers of English as a Second Language encourage students to know, value, and respect themselves and others in the classroom, school, and larger community.

Standard Five: Communication and Collaboration

Teachers of English as a Second Language collaborate with families, administrators, colleagues and community members to value and support limited English proficient students.

Key Element 1: Teachers of English as a Second Language involve families in the educational process and facilitate parental involvement by accessing resources to make interactions comprehensible to the families.

Key Element 2: Teachers of English as a Second Language promote cross-cultural communication and partnerships among students, families, communities, and schools.

Key Element 3: Teachers of English as a Second Language serve as resources and models for school staff for providing instruction to limited English proficient students.

Standard Six: Professionalism

Teachers of English as a Second Language reflect on what they teach and how they teach. They continually seek to improve their knowledge and practice.

Key Element 1: Teachers of English as a Second Language stay current on research, trends, policies, and legal mandates affecting English as a Second Language students and programs through reading and professional development opportunities.

Key Element 2: Teachers of English as a Second Language model a disposition of cultural sensitivity.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of the *Fine Arts*

Standard One: Knowledge of Students

Teachers of the fine arts design curricula based on their understanding of students' development, knowledge, interests, experiences, and abilities.

Key Element 1: Teachers of the fine arts understand cognitive, psychomotor, artistic, and emotional stages of student development.

Key Element 2: Teachers of the fine arts demonstrate knowledge of diverse student learning styles and their implication for education in the arts.

Standard Two: Knowledge of Content

Teachers of the fine arts demonstrate understanding of central concepts, structures, and processes of their art discipline.

Key Element 1: Teachers of the fine arts demonstrate knowledge of the *Virginia Standards of Learning* in their discipline.

Key Element 2: Teachers of the fine arts demonstrate knowledge of cultural and historical context as they apply to their discipline.

Key Element 3: Teachers of the fine arts demonstrate knowledge and understanding of a variety of aesthetic frameworks and/or philosophies as they apply to their discipline.

Key Element 4: Teachers of the fine arts demonstrate knowledge of instructional methods necessary to develop performance skills.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of the fine arts demonstrate knowledge and ability to plan, deliver, and assess learning in the arts.

Key Element 1: Teachers of the fine arts use a variety of instructional materials, ideas, perspectives, and strategies to expand students' understanding of the arts and the relevance of the arts to themselves in a culturally diverse and ever-changing world.

Key Element 2: Teachers of the fine arts use a variety of instructional strategies, resources, and technology to promote development of critical thinking, creative problem solving, and competency in performance skills.

Key Element 3: Teachers of the fine arts offer students opportunities to present their work in a variety of venues and formats.

Key Element 4: Teachers of the fine arts provide opportunities that engage students in a structured analysis of works created and/or performed by themselves and others.

Key Element 5: Teachers of the fine arts provide opportunities for students to conceptualize, improvise, and create.

Key Element 6: Teachers of the fine arts engage students in a variety of summative, formative, and performance-based assessments.

Key Element 7: Teachers of the fine arts provide opportunities for students to demonstrate knowledge of relationships between fine arts and other disciplines.

Key Element 8: Teachers of the fine arts provide opportunities for students' awareness of careers in the arts and related job skills.

Standard Four: Safe, Effective Learning Environment

Teachers of the fine arts establish and maintain a safe and disciplined environment conducive to learning and performing in the arts.

Key Element 1: Teachers of the fine arts create a safe learning environment for the exploration and discussion of diverse artistic issues.

Key Element 2: Teachers of the fine arts demonstrate, promote, and plan for safe use of materials and equipment.

Key Element 3: Teachers of the fine arts are proactive in seeking information and advocating on behalf of a safe learning and performing environment.

Key Element 4: Teachers of the fine arts demonstrate and promote copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

Key Element 5: Teachers of the fine arts use materials, methods, information, and technology in an ethical manner.

Standard Five: Communication and Collaboration

Teachers of the fine arts establish partnerships and collaborate with families, administrators, colleagues, and community resources to support programs and promote student success in the arts.

Standard Six: Professionalism

Teachers of the fine arts reflect on what they teach and how they teach, continually seeking to improve their expertise through performance, research, study, and service.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Foreign Languages*

Standard One: Knowledge of Students

Teachers of foreign languages consider students' prior knowledge and experiences to guide their instruction and to provide all students an opportunity to achieve proficiency in languages other than English.

Standard Two: Knowledge of Content

Teachers of foreign languages demonstrate knowledge, skills, and linguistic structures of the target language and create learning experiences that make these aspects of the subject matter meaningful to students.

Key Element 1: Teachers of foreign languages demonstrate proficiency in listening, reading, speaking, and writing in the target language and understand the concepts and content included in the *Virginia Foreign Language Standards of Learning*.

Key Element 2: Teachers of foreign languages demonstrate a broad understanding of the K-12 foreign language curriculum continuum.

Key Element 3: Teachers of foreign languages understand and appreciate cultural diversity and how experiences may be interpreted differently.

Key Element 4: Teachers of foreign languages understand interrelationships among other academic disciplines.

Key Element 5: Teachers of foreign languages integrate knowledge from other academic disciplines.

Key Element 6: Teachers of foreign languages use a variety of resources and approaches to maximize all aspects of language learning.

Key Element 7: Teachers of foreign languages help students apply knowledge of grammar, vocabulary, pronunciation, and mechanics for communication within the cultural context of the target language.

Key Element 8: Teachers of foreign languages use technology to provide students increased access to information around the world.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of foreign languages demonstrate the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

Key Element 1: Teachers of foreign languages plan instruction to achieve objectives that reflect the *Virginia Foreign Language Standards of Learning* and division curriculum guidelines.

Key Element 2: Teachers of foreign languages incorporate a variety of instructional strategies and techniques that address student learning styles and abilities.

Key Element 3: Teachers of foreign languages provide opportunities for students to understand and appreciate cultures other than their own.

Key Element 4: Teachers of foreign languages use the target language as the primary language of instruction and provide extensive opportunities for its use by students.

Key Element 5: Teachers of foreign languages provide a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

Key Element 6: Teachers of foreign languages select, evaluate, and adapt multiple methods and strategies to actively engage students and enhance communication skills.

Key Element 7: Teachers of foreign languages use a variety of strategies to guide students in developing critical thinking skills.

Key Element 8: Teachers of foreign languages consistently monitor and assess student progress in a manner that reflects all aspects of language learning.

Standard Four: Safe, Effective Learning Environment

Teachers of foreign languages establish and maintain a safe, respectful, supportive, and disciplined learning environment.

Key Element 1: Teachers of foreign languages create a learning environment in which diverse cultural viewpoints are explored and respected.

Key Element 2: Teachers of foreign languages create a rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

Standard Five: Communication and Collaboration

Teachers of foreign languages work collaboratively with colleagues and the global community to expand their knowledge, provide opportunities for their students, and promote foreign language learning.

Standard Six: Professionalism

Teachers of foreign languages stay informed of current practices in language instruction and regularly seek to improve their knowledge and methodology. They interact in an ethical and professional manner with administrators, colleagues, parents, students, and the community.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Health Education, Physical Education, and Driver Education*

Standard One: Knowledge of Students

Teachers of health education, physical education, and driver education use information regarding students' growth and development, prior knowledge, background, interests, and experiences to guide instruction and to provide opportunity for all students to enhance their physical, cognitive, social, and emotional skills.

Standard Two: Knowledge of Content

Teachers of health education, physical education, and driver education demonstrate an understanding of concepts, skills, and processes of health education, physical education, and driver education.

Key Element 1: Teachers of health education and physical education convey the fact that physical activity and a health-enhancing level of fitness are important to the health and well-being of individuals.

Key Element 2: Teachers of health education, physical education, and driver education have knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

Key Element 3: Teachers of health education, physical education, and driver education use interdisciplinary learning experiences that allow students to integrate content knowledge, skills, and methods of inquiry from health education, physical education, driver education, and other subject areas.

Key Element 4: Teachers of physical education and driver education apply motor learning concepts and principles to help students learn the skills necessary to perform a variety of physical activities.

Key Element 5: Teachers of health education, physical education, and driver education provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

Key Element 6: Teachers of health education, physical education, and driver education promote a safe and healthy community by focusing on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Key Element 7: Teachers of health education, physical education, and driver education identify methods of accessing, evaluating and using health information, products, and services to enhance the health of self and others.

Key Element 8: Teachers of driver education use standards, resources, and instructional techniques to maximize student learning in the areas of traffic laws, licensing procedures, usual search skills, space management, vehicle balance, risk-reducing strategies, and responsible driving behaviors when alone and with peers.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of health education, physical education, and driver education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess instruction effectively.

Key Element 1: Teachers of health education, physical education, and driver education plan instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 2: Teachers of health education, physical education, and driver education use different approaches to learning and create appropriate instruction for diverse learners.

Key Element 3: Teachers of health education, physical education, and driver education plan and implement a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

Key Element 4: Teachers of health education, physical education, and driver education use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

Key Element 5: Teachers of health education, physical education, and driver education use short- and long-term planning to reach curricular goals.

Key Element 6: Teachers of health education, physical education, and driver education use and interpret student data to guide instruction.

Key Element 7: Teachers of health education, physical education, and driver education maintain records of student performance and communicate progress based on appropriate indicators.

Key Element 8: Teachers of health education, physical education, and driver education use ongoing assessment to identify student needs.

Key Element 9: Teachers of health education, physical education, and driver education design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate students' knowledge, anticipate pre-conceptions, encourage exploration and problem solving, and build on skills and experiences).

Standard Four: Safe, Effective Learning Environment

Teachers of health education, physical education, and driver education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of health education, physical education, and driver education use different approaches to learning and create appropriate instruction for diverse learners (e.g., IEP, medical notes).

Key Element 2: Teachers of health education, physical education, and driver education use principles of effective management and a variety of strategies to promote equitable and meaningful learning.

Key Element 3: Teachers of health education, physical education, and driver education organize, allocate, and manage resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

Key Element 4: Teachers of health education, physical education, and driver education use managerial and instructional practices to create effective learning experiences and environments.

Key Element 5: Teachers of health education, physical education, and driver education use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

Key Element 6: Teachers of health education, physical education, and driver education provide opportunities for student input that increase the student's commitment to learning.

Standard Five: Communication and Collaboration

Teachers of health education, physical education, and driver education foster relationships and effective communication with students, colleagues, families, and community members to expand their knowledge, provide opportunities for their students, and promote safe and healthy communities.

Key Element 1: Teachers of health education, physical education, and driver education use a variety of methods to communicate with colleagues, families, and community (electronic communications, bulletin boards, music, task cards, posters, video, faculty meetings, open houses, newsletters, and conferences).

Key Element 2: Teachers of health education, physical education, and driver education respect student privacy and the confidentiality of information.

Key Element 3: Teachers of health education, physical education, and driver education demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.

Key Element 4: Teachers of health education, physical education, and driver education establish positive relationships with family members to support student growth and well-being.

Key Element 5: Teachers of health education, physical education, and driver education participate in collegial activities to make the school community a productive and healthy learning environment.

Standard Six: Professionalism

Teachers of health education, physical education, and driver education regularly seek to improve their knowledge and practice, and stay informed of current research-based practices and new technologies. They interact in an ethical and professional manner with administrators, parents, students, and the community.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Special Education*

Standard One: Knowledge of Students

Teachers of special education understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 1: Teachers of special education review data, assessments, and diagnostic information to develop and modify appropriate Individualized Education Programs (IEP) for students.

Key Element 2: Teachers of special education encourage social and emotional growth by acknowledging the effect of peers and peer groups on the students' social and emotional development and their diverse needs (e.g., low ego strength, social perception, how it affects the individual student).

Key Element 3: Teachers of special education communicate the knowledge they obtain about students with a disability to other appropriate staff members, community, and families within the guidelines of confidentiality.

Key Element 4: Teachers of special education identify and assess the assistive technology needs of each student and develop and modify appropriate Individualized Education Programs for the student.

Key Element 5: Teachers of special education understand typical and atypical human growth and development.

Key Element 6: Teachers of special education understand the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills by teaching them to understand their disability and the modifications or accommodations they may need to be successful in the various settings.

Key Element 7: Teachers of special education know the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

Key Element 8: Teachers of special education are knowledgeable regarding family systems and the role of families in supporting development.

Key Element 9: Teachers of special education understand the similarities and differences among individuals with exceptional learning needs.

Key Element 10: Teachers of special education are knowledgeable regarding the effects of various medications on individuals with exceptional learning needs.

Standard Two: Knowledge of Content

Teachers of special education understand the central concepts, structures, and processes of the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 1: Teachers of special education are knowledgeable regarding laws, regulations and policies governing special education.

Key Element 2: Teachers of special education are knowledgeable regarding the general or aligned curriculum framework, *Virginia Standards of Learning*, and assessment at all levels.

Key Element 3: Teachers of special education understand interrelationships across disciplines.

Key Element 4: Teachers of special education are knowledgeable regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention.

Key Element 5: Teachers of special education are knowledgeable regarding access and integration of related services.

Key Element 6: Teachers of special education are knowledgeable regarding historical points of view and contribution of culturally diverse groups and the potential impact of differences in values, languages, and customs that can exist between home and school.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of special education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess instruction effectively.

Key Element 1: Teachers of special education take into consideration cultural, linguistic, and gender differences when designing coherent instruction and materials based upon knowledge of instructional purpose, the Individualized Education Program, and developmental needs.

Key Element 2: Teachers of special education collaborate with colleagues, the individual, and the family in setting instructional and transition goals and monitoring progress.

Key Element 3: Teachers of special education are knowledgeable in the use of data as a reflective and instructional decision-making tool when evaluating instruction and monitoring progress of individuals with exceptional learning needs.

Key Element 4: Teachers of special education differentiate, modify, and adapt instruction to accommodate the learning needs of all students in various educational settings.

Key Element 5: Teachers of special education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 6: Teachers of special education use a variety of materials, technology, and assistive technology and resources that promote the development of independent thinking, self-determination, problem solving, and performance skills to relate classroom-based instruction to real world experiences.

Key Element 7: Teachers of special education communicate specific performance expectations and use a variety of assessment strategies to plan instruction and to monitor and document student progress toward successful achievement of the *Virginia Standards of Learning*.

Key Element 8: Teachers of special education use functional assessments to plan instruction and to monitor and document student progress toward successful achievement of their goals.

Key Element 9: Teachers of special education use instructional time effectively.

Key Element 10: Teachers of special education are knowledgeable of legal provisions and ethical principles regarding assessment of individuals.

Key Element 11: Teachers of special education are knowledgeable regarding the terminology, use, and limitations of assessment instruments, including cultural bias, and effectively communicate the results to all stakeholders.

Key Element 12: Teachers of special education develop or modify individualized assessment strategies.

Key Element 13: Teachers of special education use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally or linguistically diverse backgrounds.

Standard Four: Safe, Effective Learning Environment

Teachers of special education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of special education create a learning environment with clear expectations in which students learn self-discipline and self-determination.

Key Element 2: Teachers of special education use positive behavioral support strategies that encourage students with diverse abilities, interests, and backgrounds to participate actively and safely in learning the general curriculum.

Key Element 3: Teachers of special education establish and maintain rapport with students based on mutual respect, understanding of individual student differences, and open communication.

Key Element 4: Teachers of special education organize, design, and sustain a psychologically and socially safe supportive environment conducive to learning challenging academic content.

Key Element 5: Teachers of special education demonstrate effective management of teaching and learning.

Key Element 7: Teachers of special education are knowledgeable of ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

Key Element 8: Teachers of special education identify realistic expectations for personal and social behavior in various settings.

Key Element 9: Teachers of special education identify supports needed for integration into various program placements for students.

Key Element 10: Teachers of special education use the appropriate behavior management strategies consistent with the needs of the individual with exceptional learning needs.

Standard Five: Communication and Collaboration

Teachers of special education encourage effective collaboration and communication with team members to plan transition at all levels that encourages participation with communities, schools, administrators, general educators, parents, and other service providers.

Key Element 1: Teachers of special education maintain confidential communication about individuals with exceptional learning needs.

Key Element 2: Teachers of special education communicate effectively and in a timely manner with families of individuals with exceptional learning needs from diverse backgrounds when discussing instructional and functional goals and student progress.

Key Element 3: Teachers of special education collaborate with team members to plan transition at all levels that encourages full school and community participation.

Key Element 4: Teachers of special education communicate the effects of cultural and linguistic differences on student growth and development.

Key Element 5: Teachers of special education are knowledgeable regarding ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Key Element 6: Teachers of special education use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Key Element 7: Teachers of special education use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language and for students who are nonverbal.

Key Element 8: Teachers of special education are knowledgeable of concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Key Element 9: Teachers of special education collaborate with families and others in assessment of individuals with exceptional learning needs.

Key Element 10: Teachers of special education foster respectful and beneficial relationships between families and professionals and assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Standard Six: Professionalism

Teachers of special education reflect on what they teach, how they teach, and who they teach. They keep abreast of current research-based practices in special education and continually seek to improve and enhance their knowledge and practice.

Key Element 1: Teachers of special education model professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: Teachers of special education continually reflect, evaluate, and seek to improve their practice.

Key Element 3: Teachers of special education take responsibility for and participate in meaningful and continuous professional development.

Key Element 4: Teachers of special education act ethically in advocating for appropriate services.

Key Element 5: Teachers of special education conduct professional activities in compliance with applicable laws and policies.

Key Element 6: Teachers of special education demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Key Element 7: Teachers of special education demonstrate sensitivity for individual differences.

Key Element 8: Teachers of special education obtain assistance as needed.

Key Element 9: Teachers of special education use verbal, nonverbal, and written language effectively.

Key Element 10: Teachers of special education engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

The Virginia Standards for the Professional Practice of Teachers: Supplemental Document A - *Inquiry Format*

Standard One: Knowledge of Students

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

As teachers reflect on this standard, they may ask themselves the following questions:

- A. As I establish appropriate learning goals for my students, how can I consistently convey my belief in their ability to be successful learners?
- B. How does my knowledge of the physical, social, emotional, and cognitive development of my students influence my plans for instruction?
- C. What efforts have I made to accommodate my students' differences in development and their diverse abilities and talents?
- D. How do I acknowledge the language, values, and cultural traditions of my students' families and communities in ways that build understanding and respect for others?
- E. What evidence do I see that my students are actively engaged in learning and are making progress in taking responsibility for their own learning?
- F. What do I do to help my students reflect the attitudes and behaviors of good citizenship at school and in the community?

Standard Two: Knowledge of Content

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

As teachers reflect on this standard, they may ask themselves the following questions:

- A. How am I using national, state, and local standards within my content area(s)?

-
- B. What new resources and techniques in my content area(s) am I using?
 - C. How do I stay abreast of current research, diverse perspectives, and new strategies within my discipline(s)?
 - D. How do I create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning?

Standard Three: Planning, Delivery, and Assessment of Instruction

The teacher plans, delivers, and assesses instruction effectively

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. Have I aligned my instruction with the curriculum scope and sequence?
- B. How have I encouraged my students to develop skills and understand concepts in addition to mastering facts?
- C. When selecting resources and literature, how do I decide if they are relevant, appropriate, and sufficiently current to meet the needs of all of my students?
- D. What connects this lesson to my students' prior learning?
- E. How do my lessons reflect the goals and needs of the school and community?
- F. How do I link my students' learning to their community beyond the school?
- G. How do I make my lessons relevant to my students' lives and experiences?
- H. How do I adjust my instruction based on my current assessment of students' mastery and understanding?

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my instruction aligns with division guidelines and the *Virginia Standards of Learning*?
- B. How do the learning activities that I select or design connect to my stated instructional goals and objectives?
- C. How do I ensure that my lessons are clear, logical, and sequential?

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How have the developmental level and needs of my students influenced my plans for instruction?
- B. What sort of teaching strategies do I use to accommodate the diverse learning needs of my students?
- C. What opportunities have I provided for students to explore concepts in varying degrees of depth, breadth, and complexity?
- D. How do I build on my students' strengths while developing all areas of competence?
- E. What adaptations have I made to provide individuals with additional support while addressing the pacing of instruction for my students as a whole?
- F. How do I use data about the performance of my students to make instructional decisions?
- G. How have I collaborated with resource teachers to provide materials, resources, and activities to match the abilities of my students with special learning needs?

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What criteria do I use to select appropriate and challenging materials and media that are closely aligned with my instructional goals?
- B. How do the materials and activities I select promote independent thinking and develop problem-solving skills among my students?
- C. How do I foster academic curiosity and critical thinking in my students?
- D. How have I used media and technology resources to vary learning experiences?

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I effectively structure questions to solicit comments, questions, examples, and feedback from students throughout my lessons?
- B. How can I determine that I have engaged students' attention? What strategies do I use to recapture or refocus students' attention?
- C. What kind of activities do I use to provide guided and independent practice?
- D. What do I do to encourage my students to ask questions and actively participate in class?
- E. What kind of opportunities do I provide for students to interact with ideas, materials, teachers, and one another?
- F. What do I do to encourage students to reflect on and assume responsibility for learning?

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

As teachers reflect on this key element they may ask themselves the following questions:

- A. How does my use of standard language, including correct vocabulary and grammar, positively impact my students' learning?
- B. How can I determine that I am communicating clear and concise learning goals, explanations, and directions to my students?
- C. What techniques do I use to model effective communication as I convey ideas and information?
- D. What do I do to foster student expression in speaking, writing, and other media?

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my expectations for learning are communicated clearly to students and parents?
- B. What do I do to monitor student understanding on an ongoing basis? How do I use the results of student assessments to evaluate and adjust my teaching?
- C. How do I determine if I am using a variety of assessments that align with the concepts and skills I have taught?
- D. What value does my feedback have in helping students improve and progress?
- E. How do I ensure that my students, parents, and colleagues understand how I assess and report student progress?
- F. What strategies do I use to prepare my students for the *Virginia Standards of Learning* tests and standardized testing?

Standard Four: Safe, Effective Learning Environment

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my expectations for student behavior are communicated clearly to students, parents, and the community?
- B. How do I ensure fairness and consistency in implementing disciplinary procedures?
- C. What do I do to promote self-discipline and conflict resolution skills among my students?
- D. How do I recognize and celebrate the achievements of my students?

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How does my organization of my classroom support learning and safety and minimize disruptions?
- B. How do classroom rules and procedures maximize efficient use of my students' and my own time and effort?

Key Element 3: The teacher develops and maintains rapport with students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What steps do I take to ensure that my interactions with students are respectful?
- B. How do I convey my personal enthusiasm for learning?
- C. How do I model caring, fairness, a sense of humor, courtesy, respect, and active listening for my students?

-
- D. How do I demonstrate concern for students' emotional and physical well-being?
 - E. How do I incorporate information about students' interests and opinions in my interactions with students?

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I encourage students to respect themselves and others?
- B. How do I clearly communicate my expectations for appropriate interactions among students?
- C. What do I do to encourage students to take pride in their work?
- D. How do I enhance my students' feelings of self-worth?
- E. How do I know that my treatment of students is fair and equitable?
- F. How do I promote multicultural awareness, gender sensitivity, and the appreciation for diversity among my students?

Standard Five: Communication and Collaboration

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What forms of communication do I use to initiate and maintain effective communication with parents or guardians?
- B. What do I do to encourage parents to participate in their child's learning in and out of the classroom?

-
- C. How do I share major instructional goals and report student progress and problems in a timely manner?
 - D. What strategies have I offered parents to enable them to assist in their children's education?

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I encourage and support parental and community involvement in school activities?
- B. How has my collaboration with administrators and colleagues led to better coordination and integration of learning goals and standards across classrooms and grade levels?
- C. What do I do to support community partnerships that enhance learning?
- D. How can I foster understanding and cooperation between school and community?
- E. How do I work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum?

Standard Six: Professionalism

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I relate to administrators, colleagues, parents, and others in a manner that is clearly ethical and professional?
- B. How do I attempt to resolve concerns and problems in a principled and constructive manner?
- C. How do I represent the school/program in a responsible and productive manner within the community?

-
- D. How will my personal appearance and demeanor reflect on me and my profession?
 - E. How do I work with others in the best interest of students, schools, and community?

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What self-assessment and problem-solving strategies do I use to reflect on my practice?
- B. How do I learn about new research on teaching and resources that are available for my professional learning?
- C. What am I doing to develop and refine my teaching practices to meet the needs of my students?
- D. How do I demonstrate that I am a self-directed learner who values critical thinking?
- E. How do I incorporate reflection, self-assessment, and learning as part of my ongoing process or professional growth?
- F. How can classroom observation, student information, and research help me assess and revise my practice?
- G. How often do I engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas?

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

As teachers reflect on this standard, they may ask themselves the following questions:

- A. How will my participation in professional development activities benefit student learning?
- B. How can I identify my strengths and weaknesses in order to set appropriate goals for my professional growth?
- C. How do I learn about new developments and techniques, including technology, in my content area(s)?

The Virginia Standards for the Professional Practice of Teachers: Supplemental Document B - *Exemplar Format*

Standard One: Knowledge of Students

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Exemplars:

The teacher

- A. believes all children can be successful learners and is persistent in helping them reach appropriate learning goals.
- B. incorporates knowledge and understanding of students' physical, social, emotional, and cognitive development when making instructional decisions.
- C. respects individual differences in development and encourages students' diverse abilities and talents.
- D. understands how family and community values, language, and culture influence learning and creates a learning environment in which individual differences are respected and encouraged.
- E. promotes active involvement as students demonstrate, communicate, evaluate, and accept increasing responsibility for their own learning.
- F. encourages students to develop the attitudes and behaviors of responsible citizenship at school and in the community.

Standard Two: Knowledge of Content

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

Exemplars:

The teacher

- A. understands and uses national, state, and local standards within content area(s).
- B. uses current, appropriate technology to access and deliver information within content area(s).
- C. keeps abreast of current research, diverse perspectives, and new strategies within his/her discipline(s).
- D. creates learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning.

Standard Three: Planning, Delivery, and Assessment of Instruction

The teacher plans, delivers, and assesses instruction effectively.

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Exemplars:

The teacher

- A. aligns instruction with curriculum scope and sequence.
- B. selects instructional goals that reflect high expectations and encourages mastery of facts, development of skills, and understanding of underlying concepts.
- C. selects and uses appropriate literature, current and relevant resources, and materials that match the learning styles of individual students.
- D. connects instruction to prior student learning.

-
- E. reflects the goals and needs of the school and community in planning.
 - F. links student learning to the community.
 - G. makes topics relevant to students' lives and experiences.
 - H. adjusts instruction based on current assessment of students' mastery and understanding.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Exemplars:

The teacher

- A. aligns instruction with division guidelines and the *Virginia Standards of Learning*.
- B. selects or designs learning activities that are clearly connected to instructional goals and objectives.
- C. plans lessons that are clear, logical, and sequential.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Exemplars:

The teacher

- A. plans instruction based on the developmental level and needs of all students.
- B. uses a variety of teaching strategies to meet the diverse learning needs of students.
- C. provides students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.
- D. builds on students' strengths while developing all areas of competence.
- E. paces instruction to accommodate learning needs of the group while addressing individual needs with additional support.

-
- F. uses data about the performance of individual students from ongoing assessments to make instructional decisions.
 - G. collaborates with resource teachers to provide materials, resources, and activities to match the abilities of students with special learning needs.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Exemplars:

The teacher

- A. selects materials and media that are appropriate, challenging, and closely aligned with instructional goals.
- B. incorporates activities that promote independent thinking and develop problem-solving skills among students.
- C. fosters academic curiosity and critical thinking in students.
- D. varies learning experiences by utilizing media and technology resources.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Exemplars:

The teacher

- A. uses questions effectively to solicit comments, questions, examples, and feedback from students throughout lessons.
- B. engages students' attention and recaptures or refocuses as necessary.
- C. provides guided and independent practice.
- D. responds positively to student questions and active participation.
- E. provides opportunities for students to interact with ideas, materials, teachers, and one another.

-
- E. encourages students to reflect on and assume responsibility for learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Exemplars:

The teacher

- A. uses standard language, including correct vocabulary and grammar, and acceptable forms of oral and written expression.
- B. provides clear and concise learning goals, explanations, and directions.
- C. models effective communication when conveying ideas and information.
- D. fosters student expression in speaking, writing, and other media.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Exemplars:

The teacher

- A. communicates clear expectations for learning to students and parents.
- B. monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- C. uses a variety of assessments that align with concepts and skills taught.
- D. provides prompt and meaningful feedback to students.
- E. assesses and reports student progress in a manner that is understandable to students, parents, and colleagues.
- F. incorporates strategies to prepare students for Standards of Learning and other standardized testing.

Standard Four: Safe, Effective Learning Environment

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

Exemplars:

The teacher

- A. communicates clear expectations about behavior to students, parents, and community.
- B. implements disciplinary procedures with fairness and consistency.
- C. encourages students to develop self-discipline and conflict resolution skills.
- D. recognizes and celebrates the achievements of students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Exemplars:

The teacher

- A. organizes the physical setting to minimize disruptions and promote learning and safety.
- B. establishes classroom rules and procedures that maximize efficient use of student and teacher time and effort.

Key Element 3: The teacher develops and maintains rapport with students.

Exemplars:

The teacher

- A. treats students with respect.
- B. communicates personal enthusiasm for learning.
- C. models caring, fairness, a sense of humor, courtesy, respect, and active listening.

-
- D. demonstrates concern for students' emotional and physical well-being.
 - E. incorporates information about students' interests and opinions.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Exemplars:

The teacher

- A. encourages students to respect themselves and others.
- B. communicates clear expectations for appropriate interactions among students.
- C. encourages students to take pride in their work.
- D. enhances students' feelings of self-worth.
- E. treats students fairly and equitably.
- F. promotes multicultural awareness, gender sensitivity, and appreciation for diversity.

Standard Five: Communication and Collaboration

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

Exemplars:

The teacher

- A. initiates and maintains effective communications with parents or guardians using a variety of communication tools.
- B. encourages parent participation in learning in and out of the classroom.

-
- C. shares major instructional goals and reports student progress and problems in a timely manner.
 - D. offers strategies for parents to assist in their children's education.

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

Exemplars:

The teacher

- A. encourages and supports parental and community involvement in school activities.
- B. collaborates with administrators and colleagues to coordinate and integrate learning goals and standards across classrooms and grade levels.
- C. supports community partnerships that enhance learning.
- D. fosters understanding and cooperation between school and community.
- E. works with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum.

Standard Six: Professionalism

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Exemplars:

The teacher

- A. relates to administrators, colleagues, parents, and others in an ethical and professional manner.
- B. addresses concerns and problems in a principled and constructive manner.

-
- C. represents the school/program in a responsible and productive manner.
 - D. maintains a professional demeanor and appearance.
 - E. works in the best interest of students, school, and community.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Exemplars:

The teacher

- A. uses a variety of self-assessment and problem-solving strategies for reflecting on his/her practice.
- B. remains current on major areas of research on teaching and on resources available for professional learning.
- C. pursues, develops, and continually refines practices that address the individual needs of students.
- D. values critical thinking and self-directed learning.
- E. commits to reflection, self-assessment, and learning as an ongoing process.
- F. uses classroom observation, student information, and research as sources for assessing and revising practice.
- G. engages in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Exemplars:

The teacher

- A. participates in professional growth activities to enhance student learning.
- B. identifies strengths and weaknesses in professional skills and practices and sets goals for improvement.
- C. remains current regarding new developments and techniques, including technology, in his/her endorsed content area.

Acknowledgements

The Virginia Department of Education gratefully acknowledges and wishes to thank the task force member educators, representing all regions within the state, and department personnel, in the development of the Virginia Standards for the Professional Practice of Teachers. Task force members participated in an extended process to develop the standards, including an initial drafting process, eliciting recommendations from the field, and editing the final drafts. Recommendations and suggestions from the field were considered in compiling the standards.

Virginia Standards for the Professional Practice of Teachers Task Force

Mrs. Cynthia Baird
Prince William County Public Schools

Ms. Joy Baytops
Hampton City Public Schools

Ms. Kelley Conaway
Franklin City Public Schools

Ms. Ruth Grillo
Virginia Department of Education

Ms. Jennifer Hall
Caroline County Public Schools

Mr. Richard Harvey
Botetourt County Public Schools

Ms. Marilyn Kennedy-Wall
Rockingham County Public Schools

Ms. Barbara Kolb
Botetourt County Public Schools

Ms. Michele Mason
Suffolk City Public Schools

Ms. Debbie Mayes
Colonial Heights Public Schools

Ms. Mary Jane McKay
Richmond City Public Schools

Dr. Steve Thornton
University of Virginia

Ms. Susan Walton
Gloucester County Public Schools

Dr. Dorothea White
Norfolk City Public Schools

Ms. Marcia Worsham
Nottoway County Public Schools

Specific Disciplines and Specialized Areas Task Force Members

English

Ms. Marcia Burnett
Smyth County Public Schools

Mr. Richard Harvey
Botetourt County Public Schools

Ms. Barbara Jones
Virginia Department of Education

Dr. Denise Perritt
Essex County Public Schools

Ms. Gerrie Phibbs
Portsmouth City Public Schools

Ms. Tracy Stephens
Alexandria City Public Schools

Mathematics

Ms. Arletta Aleshire
Henrico County Public Schools

Mrs. Cynthia Baird
Prince William County Public Schools

Ms. Tomeka Campbell
Danville City Public Schools

Dr. Ena Gross
Virginia Commonwealth University

Ms. Rita Key
Galax City Public Schools

Dr. Dorothea White
Norfolk City Public Schools

Science

Mr. Bruce Benson
Albemarle County Public Schools

Ms. Nancy Bort
Alexandria City Public Schools

Mr. George Dewey
Fairfax County Public Schools

Ms. Barbara Kolb
Botetourt County Public Schools

Dr. Jacqueline McDonnough
Virginia Commonwealth University

Mr. Eric Rhoades
Stafford County Public Schools

Mr. Wade Whitehead
Roanoke City Public Schools

History and Social Science

Ms. Elise Harrison
Accomack County Public Schools

Dr. Ramsey Kleff
Virginia Union University

Ms. Susan McGowan-Jones
Virginia Beach City Public Schools

Ms. Mary Jane McKay
Richmond City Public Schools

Mr. Patrick Touart
Pittsylvania County Public Schools

English as a Second Language

Mr. Keith Buchanan
Fairfax County Public Schools

Ms. Wanda Hamilton
Harrisonburg City Public Schools

Ms. Phyllis Giasson
Prince William County Public Schools

Ms. Teddi Predaris
Fairfax County Public Schools

Dr. Carol Lisi
Alexandria City Public Schools

Dr. Jean Wollenburg
Albemarle County Public Schools

Ms. Joni Poff
Roanoke County Schools

Fine Arts

Dr. Terry Austin
Virginia Commonwealth University

Ms. Stephanie Bishop
Prince George County Public Schools

Mr. Mac Damron
Henrico County Public Schools

Ms. Cheryle C. Gardner
Virginia Department of Education

Ms. Erica Helm
Shenandoah University

Ms. Bettyann Plishker
Fairfax County Public Schools

Ms. Jean Shackelford
Chesapeake City Public Schools

Dr. Mary Jane Zander
Virginia Commonwealth University

Foreign Languages

Ms. Nancy Cundiff
Roanoke County Public Schools

Ms. Donna Dollings
Chesterfield County Public Schools

Ms. Valerie Gooss
Henrico County Public Schools

Ms. Karen Hatcher
Chesterfield County Public Schools

Ms. Margaret Holt
Prince William County Public Schools

Ms. Nora Newell, Retired
Henrico County Public Schools

Ms. Leigh Ann Phillips
Williamsburg-James City County Schools

Ms. Diane Price
Charlottesville City Public Schools

Ms. Faye Rollings-Carter, Retired
Virginia Department of Education

Mr. Kevin Woodward
Pittsylvania County Public Schools

Health, Physical Education, and Driver Education

Ms. Lynne Bennett
Chesterfield County Public Schools

Ms. Bonnie Conner-Gray
Henrico County Public Schools

Ms. Debbie De Franco
Arlington County Public Schools

Mr. Terry Gooding
Newport News Public Schools

Ms. Regina Kirk
Albemarle County Schools

Mr. Steve Knott
Virginia Beach City Public Schools

Ms. Susan M. Miller
Montgomery County Public Schools

Ms. Lisa D. McDaniels
Prince George County Public Schools

Mr. Fred Milbert
Prince William County Public Schools

Ms. Janet Ragland
Virginia Department of Education

Mr. Tommy Rhodes
Chesapeake City Public Schools

Ms. Jeanni Trainum
Williamsburg James City County Schools

Mr. Barry Trent
Roanoke County Public Schools

Ms. Francesca Zavacky
Charlottesville City Public Schools

Mrs. Vanessa Wigand
Virginia Department of Education

Career and Technical Education

Ms. Barbara Anderson
Virginia Beach City Public Schools

Mr. Gary Cockram
Carroll County Public Schools

Mr. Shawn Gross
Henrico County Public Schools

Ms. Sandra Jones
Fairfax County Public Schools

Dr. Glenn Anderson
Virginia Department of Education

Ms. Sharron Glasscock, Retired
Virginia Department of Education

Mr. Roger Johnson
Roanoke County Public Schools

Mr. Lonnie Quesenberry
Tazewell County Public Schools

Special Education

Dr. Patricia Abrams
Virginia Department of Education

Dr. Nancy Armstrong
Virginia School for the Deaf & Blind

Ms. Barbara Black
Fairfax County Public Schools

Dr. JoAnne Y. Carver
Virginia Department of Education

Ms. Sue Clark
Stafford County Public Schools

Ms. Gloria Eiban
Prince Edward County Public Schools

Ms. Susan Groom
Winchester County Public Schools

Dr. Lori Korinek
College of William and Mary

Ms. Alice McCormick
Prince Edward County Public Schools

Dr. Patricia Addison
Fairfax County Public Schools

Dr. Shelia Bailey
Hopewell City Public Schools

Ms. Angela Bolling
Virginia Department of Correctional Education

Ms. Jennifer Church
Roanoke County Public Schools

Mr. Gary Collins
Smyth County Public Schools

Ms. Marcie Fields
Stafford County Public Schools

Ms. Dawn Hilton
Virginia School for the Deaf and Blind

Mr. Cabell Luck
Childrens Hospital State Operated Programs

Ms. Kate Melink
Children's Hospital, Richmond, Virginia

Ms. Phyllis Mondak
Virginia Department of Education

Ms. Michelle Hopkins
Virginia Department of Education

Ms. Dianne Pollard
Isle of Wight County Public Schools

Ms. Patricia Radcliffe
Roanoke County Public Schools

Dr. Jane Razeghi
Virginia Council of Administrators of Special Education

Ms. Nancy Reynolds
Virginia School for the Deaf and Blind

Dr. Ann Richardson
Smyth County Public Schools

Mr. Stephen Sage, Retired
Virginia Department of Education

Ms. Carolyn Stein
Winchester City Public Schools

Ms. Roszenia Sutton
Alexandria City Public Schools

Ms. Sharon Thomas
Virginia Beach City Public Schools

Ms. Sharon Trimmer
Virginia Department of Correctional Education

Ms. Irene Walker-Bolton
Virginia Department of Education

Ms. Mary Lou Wall
Alexandria City Public Schools

Dr. Darlene White
Virginia School for the Deaf and Blind

Ms. Diane Wolfe
Fluvanna County Public Schools

Ms. Daisy Wood
Virginia Beach City Public Schools

Mr. Harry Wood
Virginia School for the Deaf and Blind