| Virginia Board of Education Agenda Item | Seal of the Commonwealth of Virginia |
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# Agenda Item: H

## Date: January 24, 2019

### Title: Final Review of a Technical Revision to the *Licensure Regulations for School Personnel* (8VAC20-23)

#### Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

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## Purpose of Presentation:

Action required by state or federal law or regulation.

## Executive Summary: The *Licensure Regulations for School Personnel* (8VAC20-23) became effective August 23, 2018. An inadvertent omission was made in section 8VAC20-23-630. Division Superintendent License that needs to be corrected. For each of the first three options for a Division Superintendent License, the following experience is to be required:

Completed five years of educational experience in a public or an accredited nonpublic school, two of which shall be successful, full-time teaching experience at the preK-12 level and two of which shall be in administration and supervision at the preK-12 level.

When a section of the text in Option 2 for the Division Superintendent was stricken and replaced, the text regarding the experience requirement was eliminated in error; however, this requirement is to be listed under Option 2.

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the edit to the *Licensure Regulations for School Personnel* (Exempt Action).

## Rationale for Action:

The experience requirement for the Division Superintendent License is to be listed for Option 2. During the regulatory process, the text was inadvertently stricken in error, and a correction is required.

## Previous Review or Action:

No previous review or action.

## **Background Information and Statutory Authority:**

The *Licensure Regulations for School Personnel* became effective August 23, 2018. The highlighted text in Section 8VAC20-23-260, inadvertently stricken from the regulations, needs to be added to the regulations:

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| **8VAC20-23-630. Division Superintendent License.**  An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:  1. Option I. The individual shall have:  a. Earned a doctorate degree in educational administration or educational leadership from a regionally accredited college or university; and  b. Completed five years of educational experience in a public or an accredited nonpublic school, two of which shall be successful, full-time teaching experience at the preK-12 level and two of which shall be in administration and supervision at the preK-12 level.  2. Option II. The individual shall have:  a. Earned a master's degree from a regionally accredited college or university and successfully completed 30 graduate semester hours beyond the conferral date of the master's degree; and  b. Completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:  (1) Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:  (a) Principles of student motivation, growth, and development as a foundation for age-appropriate and grade-appropriate curriculum, instruction, and assessment;  (b) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;  (c) Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;  (d) Collaborative planning and implementation of a variety of assessment techniques, including examination of student work that yields individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;  (e) Incorporation of differentiated and effective instruction that responds to individual learner needs, including appropriate response to cultural, ethnic, and linguistic diversity;  (f) Knowledge, understanding, and application of the federal and state regulatory requirements and expectations associated with identification, education, and evaluation of students with disabilities;  (g) Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education programs;  (h) Integration of technology in curriculum and instruction to enhance learner understanding;  (i) Identification, analysis, and resolution of problems using effective problem-solving techniques; and  (j) Development, articulation, implementation, and stewardship of a vision of excellence linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.  (2) Knowledge, understanding, and application of leadership and organizations, including:  (a) The change process of systems, organizations, and individuals, using appropriate and effective adult learning models;  (b) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;  (c) Information sources and processing, including data collection and data analysis strategies;  (d) Using data as a part of ongoing program evaluation to inform and lead change;  (e) Developing a change management strategy for improved student outcomes;  (f) Developing distributed leadership strategies to create personalized learning environments for diverse schools; and  (g) Effective two-way communication skills including consensus building, negotiation, and mediation skills.  (3) Knowledge, understanding, and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including:  (a) Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division or district level;  (b) Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;  (c) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning, and professional development models;  (d) Knowledge, understanding, and application of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals;  (e) Principles and issues related to fiscal operations of school management;  (f) Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;  (g) Legal issues impacting school operations and management;  (h) Technologies that support management functions; and  (i) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.  (4) Knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community, including:  (a) Emerging issues and trends within school and community relations;  (b) Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;  (c) Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and  (d) Integration of technology to support communication efforts.  (5) Knowledge, understanding, and application of the purpose of education and the role of professionalism in advancing educational goals, including:  (a) Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;  (b) Integration of high-quality, content-rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;  (c) Reflective understanding of moral and legal consequences of decision making in the school setting;  (d) Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions; and  (e) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.  (6) Knowledge, understanding, and application of leadership theories and influences that impact schools, including:  (a) Concepts of leadership including systems theory, change theory, learning organizations, and current leadership theory;  (b) Ability to identify and respond to internal and external forces and influences on a school;  (c) Ability to identify and apply the processes of educational policy development at the state, local, and school level; and  (d) Ability to identify and demonstrate ways to influence educational policy development at the state, local, and school level.  [c. Completed five years of successful educational experience in a public or an accredited nonpublic school, two of which must be full-time teaching experience at the preK-12 level and two of which must be in administration and supervision.]  3. Option III. The individual shall have:  a. Earned a master's degree from a regionally accredited college or university;  b. A current, valid out-of-state license with an endorsement as a division or district superintendent; and  c. Completed five years of successful educational experience in a public or an accredited nonpublic school, two of which must be full-time teaching experience at the preK-12 level and two of which must be in administration and supervision.  4. Option IV. The individual shall have:  a. Earned a master's degree or its equivalent from a regionally accredited college or university;  b. A minimum of three years of successful, full-time experience in a senior leadership position, such as chief executive officer or senior military officer; and  c. Be recommended by a Virginia school board interested in employing the individual as superintendent. |

Timetable for Further Review/Action:  
The proposed edit to the *Licensure Regulations for School Personnel* (exempt action) will be subject to the Administrative Process Act (APA) and governed by the exempt action requirements.

## Impact on Fiscal and Human Resources:

The impact on human resources will be minimal.

# Attachment A

**Town Hall Agency Background Document** **Form: TH-09**



townhall.virginia.gov

Exempt Action

Final Regulation

Agency Background Document

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| **Agency name** | Virginia Department of Education |
| **Virginia Administrative Code (VAC) citation(s)** | 8VAC20-23 |
| **Regulation title(s)** | *Licensure Regulations for School Personnel* |
| **Action title** | Amend the *Licensure Regulations for School Personnel* |
| **Final agency action date** | January 24, 2019 |
| **Date this document prepared** | January 6, 2019 |

While a regulatory action may be exempt from executive branch review pursuant to § 2.2-4002 or § 2.2-4006 of the *Code of Virginia*, the agency is still encouraged to provide information to the public on the Regulatory Town Hall using this form. However, the agency may still be required to comply with the Virginia Register Act, Executive Order 14 (as amended, July 16, 2018), the Regulations for Filing and Publishing Agency Regulations (1 VAC7-10), and the *Virginia Register Form, Style, and Procedure Manual for Publication of Virginia Regulations.*

Brief Summary

*Please provide a brief summary (preferably no more than 2 or 3 paragraphs) of this regulatory change (i.e., new regulation, amendments to an existing regulation, or repeal of an existing regulation). Alert the reader to all substantive matters. If applicable, generally describe the existing regulation.*

The *Licensure Regulations for School Personnel* (8VAC20-23) became effective August 23, 2018. An inadvertent omission was made in section 8VAC20-23-630. Division Superintendent License that needs to be corrected. For each of the first three options for a Division Superintendent License, the following experience is to be required:

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When a section of the text in Option 2 for the Division Superintendent was stricken and replaced, the text regarding the experience requirement was eliminated in error; however, this requirement is to be listed under Option 2.

## Statement of Final Agency Action

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

The Virginia Board of Education is anticipated to approve the technical amendment to the *Licensure Regulations for School Personnel* (8VAC20-23) on January 24, 2019.

## Periodic Review

## Small Business Impact Review Report of Findings

If you are using this form to report the result of a periodic review/small business impact review that is being conducted as part of this regulatory action, and was announced during the proposed stage, please indicate whether the regulatory change meets the criteria set out in Executive Order 14 (as amended, July 16, 2018), e.g., is necessary for the protection of public health, safety, and welfare; minimizes the economic impact on small businesses consistent with the stated objectives of applicable law; and is clearly written and easily understandable.

In addition, as required by § 2.2-4007.1 E and F of the Code of Virginia, include a discussion of the agency’s consideration of: (1) the continued need for the regulation; (2) the nature of complaints or comments received concerning the regulation from the public; (3) the complexity of the regulation; (4) the extent to the which the regulation overlaps, duplicates, or conflicts with federal or state law or regulation; and (5) the length of time since the regulation has been evaluated or the degree to which technology, economic conditions, or other factors have changed in the area affected by the regulation.

N/A: The amendment is not a result of a small business impact review.

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| **Commenter** | **Comment** | **Agency response** |
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