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

## Date: November 14, 2019

### Title: Final Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Establish Dual Language Endorsements in the *Licensure Regulations for School Personnel* in Response to House Bill 1156 (2018 General Assembly)

#### 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 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction prek-6 in the licensure regulations. This initiative supports the Board of Education’s Comprehensive Plan to recruit, develop, and retain well prepared and skilled teachers.

The Board of Education approved a Notice of Intended Regulatory Action (NOIRA) in October 2018 to begin the Administrative Process Act (APA) procedures to develop licensure endorsement requirements in dual language instruction. A Dual Language Endorsement Workgroup was established. The first meeting of this group of stakeholders (refer to Appendix) was held on March 25, 2019. The workgroup continued its work and participated in a second meeting on June 17, 2019, to develop recommendations to be presented to the Advisory Board on Teacher Education and Licensure and the Virginia Board of Education. The workgroup made recommendations for new and add-on endorsements in Dual Language (English) prek-6 and Dual Language (Target Language) prek-6. In addition, professional studies requirements for the endorsements were proposed.

On September 23, 2019, the recommendations of the workgroup were presented to the Advisory Board on Teacher Education and Licensure. Dr. Lisa Harris, Specialist for World Languages and International Education, Department of Education, attended the meeting to provide information on dual language programs. The Advisory Board unanimously approved the attached proposed regulations to recommend to the Board of Education.

## Action Requested:

Final review: Action requested at this meeting.

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's Recommendation to establish Dual Language Endorsements in the *Licensure Regulations for School Personnel* in response to House Bill 1156 of the 2018 Virginia General Assembly and allow the Department of Education to make any technical revisions, if necessary.

**Rationale for Action:**

The establishment of the Dual Language endorsements is required in response to House

Bill 1156 of the 2018 Virginia General Assembly.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

Action: Notice of Intended Regulatory Action (NOIRA) Approved

Date: October 18, 2018

Action: First Review

Date: October 17, 2019

Background Information and Statutory Authority:   
The 2018 Virginia General Assembly passed the following legislation, House Bill 1156.

**CHAPTER 391**

*An Act to amend the Code of Virginia by adding a section numbered*[***22.1-298.5***](http://law.lis.virginia.gov/vacode/22.1-298.5)*, relating to teacher licensure; endorsement in dual language instruction pre-kindergarten through grade six.*

[H 1156]

Approved March 19, 2018

 Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered [**22.1-298.5**](http://law.lis.virginia.gov/vacode/22.1-298.5) as follows:

*§*[***22.1-298.5***](http://law.lis.virginia.gov/vacode/22.1-298.5)*. Regulations governing licensure; endorsement in dual language instruction pre-kindergarten through grade six.*

*A. As used in this section, "dual language instruction" means instruction that is delivered in English and in a second language.*

*B. In its regulations governing licensure established pursuant to §*[***22.1-298.1***](http://law.lis.virginia.gov/vacode/22.1-298.1)*, the Board shall provide for licensure of teachers with an endorsement in dual language instruction pre-kindergarten through grade six. In establishing the requirements for such endorsement, the Board shall require, at minimum, coursework in dual language education; bilingual literacy*

*development; methods of second language acquisition; theories of second language acquisition; instructional strategies for classroom management for the elementary classroom; and content-based curriculum, instruction, and assessment.*

*C. Each teacher with an endorsement in dual language instruction pre-kindergarten through grade six is exempt from the Virginia Communication and Literacy Assessment requirement but is subject to the subject matter-specific professional teacher's assessment requirements.*

*D. No teacher with an endorsement in dual language instruction pre-kindergarten through grade six is required to obtain an additional endorsement in early/primary education pre-kindergarten through grade three or elementary education pre-kindergarten through grade six in order to teach in pre-kindergarten through grade six.*

The Board of Education approved a Notice of Intended Regulatory Action (NOIRA) in October 2018 to begin the Administrative Process Act (APA) procedures to develop endorsement requirements in dual language instruction. A Dual Language Endorsement Workgroup was established, and the list of members of the workgroup is in Appendix A. The first meeting of this group of stakeholders (refer to Appendix) was held on March 25, 2019. During the meeting, Dr. Tara Williams Fortune, Immersion Teaching Specialist and Director, Immersion Research and Professional Development Program at the Center for Advanced Research of Language Acquisition (CARLA), University of Minnesota, presented through video conferencing and shared research on dual language instruction.

The workgroup continued its work and participated in a second meeting on June 17, 2019, to develop recommendations to be presented to the Advisory Board on Teacher Education and Licensure and the Virginia Board of Education. The workgroup made recommendations for new and add-on endorsements in Dual Language (English) prek-6 and Dual Language (Target) prek-6. In addition, professional studies requirements for the endorsements were proposed.

On September 23, 2019, the recommendations of the workgroup were presented to the Advisory Board on Teacher Education and Licensure. Dr. Lisa Harris, Specialist for World Languages and International Education, Department of Education, attended the meeting to provide information on dual language programs. The Advisory Board unanimously approved proposed regulations to recommend to the Board of Education.

Timetable for Further Review/Action:   
The regulations will be subject to the procedures of the Administrative Process Act. The *Regulations Governing the Review and Approval of Education Programs in Virginia* will subsequently need to be amended to reflect the dual language endorsements.

**Impact on Fiscal and Human Resources:**

The administrative impact will be absorbed within existing resources.

## ATTACHMENT A

| **WORKGROUP ON DUAL LANGUAGE** | | |
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| **Jeremy Aldrich**  Interim Director of Instruction  Harrisonburg City Schools  **Dr. Katherine Barko-Alva**  Assistant Professor of ESL/Bilingual Education  William & Mary  **Jennifer Carson**  Coordinator, K-12 World Languages  Virginia Beach City Schools  **Casta Childress**, Principal  Robious Elementary School  Chesterfield County Public Schools  **Dr. Jessica Costa**  Specialist for English Learner Instruction  Virginia Department of Education  **Kristen Dennis**  Teacher, Dual Language Immersion  Trantwood Elementary School  Virginia Beach City Public Schools  **Mariela Formiconi**  Teacher, Dual Language  Harrisonburg City Schools  **Chad Funkhouser**  Legislative Aide to Delegate Tony Wilt  (patron of legislation)  Virginia General Assembly  **Val Gooss**  Educational Specialist, ESL and World  Languages (retired)  Henrico County Public Schools  **Dr. Marjorie Haley**  Professor of Education  George Mason University | **Dr. Lisa Harris**  Specialist for World Languages and  International Education  Virginia Department of Education  **Dr. Gregory Jones**  Coordinator, World Languages  Fairfax County Public Schools  **Lisa (DeeDee) Jones**, Principal  Cale Elementary School  Albemarle County Public Schools  **Jim Livingston**, President  Virginia Education Association  **Jenna Martin-Trinka**  Teacher, Dual Language Immersion  Harrisonburg City Schools  **Tara McDaniel**  Director of Teacher Education  Virginia Department of Education  **Holly McGuigan**, Principal  Kent Gardens Elementary School  Fairfax County Public Schools  **LouAnne Metzger**, Principal  Trantwood Elementary School  Virginia Beach Public Schools  **Lucy Montalvo**  Teacher, Dual Language Immersion  Doctoral Student, C&I Bilingual Studies  University of Texas-Rio Grande Valley  **Dr. Kathryn Murphy-Judy**  Associate Professor of French  Director of Liberal Studies for Early  Elementary Education  Coordinator of Foreign Languages  Virginia Commonwealth University | **Patty Pitts**, Assistant Superintendent  Teacher Education and Licensure  Virginia Department of Education  **Beatrix Preusse-Burr**  Specialist, World Languages  Fairfax County Public Schools  **Zachary Robbins**  Director of Policy  Virginia Department of Education  **Dr. Valerie Robnolt**  Associate Professor  Literacy and Elementary Education  School of Education  Virginia Commonwealth University  **Dr. Antoinette Rogers**, Director  Office of Teaching and Learning  Virginia Education Association  **Dr. Bettina Staudt**  District World Languages Specialist K-12  Chesterfield County Public Schools  **Dr. Tricia Stohr-Hunt**  Chair, Advisory Board on Teacher Education and Licensure  Director of Teacher Education  University of Richmond  **Dr. Bill White**, Chair  Educational Foundations and Exceptionalities Department  James Madison University  **Tina Williams**, President  Fairfax Federation of Teachers |

**ATTACHMENT B**

**PROPOSED DUAL LANGUAGE ENDORSEMENTS**

**REVISIONS TO LICENSURE REGULATIONS FOR SCHOOL PERSONNEL**

**Virginia Administrative Code**

**Title 8. Education**

**Agency 20. State Board of Education**

**Chapter 23. Licensure Regulations for School Personnel**

**…8VAC20-23-130. Professional Studies Requirements for Early/Primary Education, Elementary Education, and Middle Education Endorsements.**

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

1. Human development and learning (birth through adolescence): 3 semester hours.

a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disorders; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

2. Curriculum and instruction: 3 semester hours.

a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction: 3 semester hours.

(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; and (v) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.

(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.

(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

(8) Demonstrated proficiency in the use of educational technology for instruction shall be required. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.

(9) Pre-student teaching experiences (field experiences) should be evident within these skills.

b. Middle education 6-8 curriculum and instruction: 3 semester hours.

(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and evaluation of pupil performance.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and shall be appropriate for the middle education endorsement shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.

(6) Demonstrated proficiency in the use of educational technology for instruction shall be included. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included.

(7) Pre-student teaching experiences (field experiences) should be evident within these skills.

c. **Dual Language** **curriculum and instruction: 3 semester hours**.

(1) Skills in this area shall contribute to an understanding of the principles of learning; ***dual language acquisition; theories of second language acquisition****;* the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; and selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

(2) Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

(3) Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities, and appropriate for the preK-3 or preK-6 endorsement shall be included.

(4) Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.

(5) Study in (i) methods of improving communication between schools and families; (ii) communicating with families regarding social and instructional needs of children; (iii) ways of increasing family engagement in student learning at home and in school; (iv) the Virginia Standards of Learning; (v) English Language Development Standards (WIDA) and (vi) Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds prepared by the Virginia Department of Education's Office of Humanities and Early Childhood shall be included.

(6) Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.

(7) Early childhood educators shall understand the role of the informal and play-mediated settings for promoting students' skills and development and shall demonstrate knowledge and skill in interacting in such situations to promote specific learning outcomes as reflected in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds.

(8) Demonstrated proficiency in the use of educational technology for instruction shall be required.

(9) Pre-student teaching experiences (field experiences) should be evident within these skills.

3. Classroom and behavior management: 3 semester hours.

a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and of self-discipline.

d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included.

e. The link between classroom management and students' ages shall be understood and demonstrated in techniques used in the classroom.

4. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand and help students understand their own progress and growth shall be included.

c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.

e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education, such as diagnostic, college admission exams, industry certifications, and placement assessment shall be included.

5. Foundations of education and the teaching profession: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities, shall be included.

c. Professionalism and ethical standards, as well as personal integrity shall be addressed.

d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.

6. Language and literacy: 6 semester hours.

a. **Early/primary preK-3 and elementary education preK-6** - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

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

(1) Language acquisition and reading development: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic and other phonological awareness, phonics, fluency, vocabulary development, and comprehension strategies for adolescent learners. Additional skills shall include proficiency in writing strategies, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

(2) Literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent readers.

c.**Dual Language (English) preK-6** - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) **Language acquisition: 3 semester hours**. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) **Literacy Development (Reading and Writing):** 3 semester hours.

Skills in this area shall be designed to impart a thorough understanding of strategies for integration of content, literacy, and language development, researched-based strategies for differentiating instruction for language development; and language and cognitive support or scaffolding bases on the various strategies of the language and literacy acquisition process. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

d. **Dual Language (Target Language) preK-6** - language acquisition and bilingual literacy development: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) **Language acquisition**: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) **Bilingual literacy development**: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of strategies for integration of content, literacy, and language development, researched-based strategies for differentiating instruction for dual language; and language and cognitive support or scaffolding bases on the various strategies of the second language acquisition process. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised clinical experiences. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route….

**…8VAC20-23-320…**

**…8VAC20-23-321 Dual Language (English) Endorsement preK-6.**

1. The Dual Language (English) endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement may teach in dual language (English) in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3/Elementary Education prek-6).
2. The candidate is subject to the elementary education content assessment and the reading for educators assessment prescribed by the Virginia Board of Education for initial licensure. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (English).
3. Endorsement requirements for Dual Language (English) preK-6. The candidate shall have:

1. Graduated from an approved teacher preparation program in dual language elementary preK-6; or

2. Earned a baccalaureate degree from a regionally accredited college or university and completed the following semester-hour requirements:

a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

b. Mathematics (shall include algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete 6 hours in mathematics, complete a methods course in teaching elementary mathematics course

(3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete 9 semester hours (in two science disciplines), complete a methods in teaching elementary science course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;

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

**8VAC20-23- 322. Dual Language (English) preK-6 Add-on Endorsement**

1. The Dual Language (English) preK-6 endorsement is to teach dual language (English). Individuals who hold a valid Virginia teaching license with an elementary education endorsement in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education prek-6) may teach in dual language (English) without the add-on endorsement. However, the Dual Language (English) preK-6 Add-on Endorsement recognizes the candidate’s additional preparation in Dual Language (English).
2. Endorsement requirements.
3. The candidate shall have earned a baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching endorsement in elementary education.
4. Completed an approved teacher preparation program in Dual Language (English) preK-6 Add-on Endorsement or completed the following:
   1. 3 semester hours in curriculum for dual language design/assessment; and
   2. a 45-clock-hour practicum in dual language (English) from a regionally accredited college or university. One year of successful, full-time teaching experience in a public school or accredited nonpublic school may be accepted in lieu of the practicum. The experience may be completed under a Provisional License.

**8VAC20-23-323. Dual Language (Target Language) Endorsement preK-6.**

1. The Dual Language (Target Language) preK-6 endorsement is to teach dual language in a World Language other than English. The target language will be noted on the endorsement.
2. The Virginia Board of Education prescribed reading and writing assessment is not required for an initial license with an endorsement in Dual Language (Target Language) preK-6.
3. Endorsement requirements for Dual Language (Target Language) preK-6. The candidate shall have:
4. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in Dual Language (Target Language); or
5. Earned a baccalaureate degree from a regionally accredited college or university, and completed the following requirements:
6. a major in the Target Language; or 12 semester hours in the Target Language above the intermediate level that must include composition, literature, and conversation; or a qualifying score(s) on a foreign language assessment in the Target Language as prescribed by the Virginia Board of Education;
7. Mathematics-9 semester hours in mathematics that must include methods of teaching elementary mathematics;
8. Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;
9. History and Social Sciences: United States history-3 semester hours; geography, economics, or United States or comparative government-3 semester hours; and methods of teaching elementary history and social sciences-3 semester hours
10. Culture and Civilization: 3 semester hours

**8VAC20-23-324. Dual Language (Target Language) preK-6 Add-on Endorsement**

1. The Dual Language (Target Language) preK-6 add-on endorsement is to teach dual language in a World Language other than English. The target language will be noted on the endorsement.
2. Endorsement requirements. The candidate shall have:
   1. Earned a baccalaureate degree from a regionally accredited college or university and hold a license issued by the Virginia Board of Education with a teaching endorsement in a ***Target Language***.
   2. Completed an approved teacher preparation program in Dual Language (Target Language) preK-6 Add-on Endorsement or completed the following:
      1. 3 semester hours in curriculum for dual language design/assessment;
      2. Passed the rigorous elementary education assessment prescribed by the Board of Education or completed the following coursework:
         1. Mathematics-9 semester hours in mathematics that must include methods of teaching elementary mathematics;
         2. Laboratory sciences (in two science disciplines)-9 semester hours that must include methods of teaching elementary science;
         3. History and Social Sciences: United States history-3 semester hours; geography, economics, or United States or comparative government-3 semester hours; and methods of teaching elementary history and social sciences-3 semester hours; and
      3. a 45-clock-hour practicum in dual language (Target Language) from a regionally accredited college or university. One year of successful, full-time teaching experience in a public school or accredited nonpublic school in dual language (Target Language) may be accepted in lieu of the practicum. The experience may be completed under a Provisional License.