# ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL) MEETING

## MINUTES

**Meeting Date and Location**: January 13, 2020

The Embassy Suites By Hilton Richmond Hotel

2925 Emerywood Parkway

Richmond, Virginia 23294

**ABTEL Members Present**: Mrs. Jennifer P. Andrews

Dr. Nancy A. Bradley

Dr. Travis Burns

Dr. Andrew Daire

Ms. Selena P. Dickey

Ms. Wendy L. Downey

Ms. Mary McIntyre

Ms. Tracey Mercier

Dr. Willie C. Sherman

Dr. Tricia Stohr-Hunt

Ms. Diane Carol Stubbins

Ms. Kate Sydney

Mrs. Nancy B. Welch

Mr. Stephen Whitten

Ms. Charletta M. Williams

Dr. Sherry A. Wilson

**ABTEL Members Absent:** Ms. Kathy M. Burcher

Dr. Garry Wayne Carter, Jr.

Dr. Holly C. Gould

Delegate Robert D. Orrock, Sr.

Senator Mark J. Peake

**Ex Officio Members:** Dr. Monica Osei

State Council of Higher Education for Virginia

Dr. Daniel C. Lewis

Virginia Community College System

Mrs. Patty S. Pitts

Virginia Department of Education

**Department of Education Staff:** Dr. Kendra A. Crump

Ms. Tara McDaniel

**Guests:**

Ms. Shelby Elliott, Henrico County Public Schools

Dr. Laura Estes, Prince George County Public Schools

Ms. Maria Garnett, Joint Legislative Audit and Review

Commission (JLARC)

Mr. Paul Joseph, Joseph Educational Consulting Services

Ms. Ida Ostrowski, Lighthouse Education Solutions

## FULL ADVISORY BOARD CONVENES

The Advisory Board on Teacher Education and Licensure (ABTEL) convened at 9 a.m.

### Opening Remarks and Welcome

Dr. Tricia Stohr-Hunt, Chair of the Advisory Board on Teacher Education and Licensure, called the meeting to order and welcomed members and guests.

### Introductions

Advisory Board members, the Board of Education liaison, and ex officio members introduced themselves.

### Introduction of Guests

Guests attending the meeting introduced themselves to the Advisory Board members.

### Approval of Agenda

Dr. Tricia Stohr-Hunt requested to move the liaison reports in the agenda prior to the presentation of State Initiatives in Teacher Education and Licensure to address Teacher Shortages.

**Mrs. Nancy Welch made a motion to approve the agenda as amended. Dr. Willie Sherman seconded the motion. The motion was approved unanimously.**

### Approval of Minutes

**Dr. Nancy A. Bradley made a motion to approve the November 16, 2019, Advisory Board minutes. Mrs. Nancy B. Welch seconded the motion. The motion was approved unanimously.**

**PUBLIC COMMENT**

No individuals requested to speak during the public comment period.

**DISCUSSION OF ABTEL MEMBERSHIP**

Dr. Tricia Stohr-Hunt appointed Dr. Nancy A. Bradley as Chair of the Teacher Education Committee.

Dr. Tricia Stohr-Hunt appointed Ms. Kate Sydney as Chair of the Licensure Committee.

## RECOGNITION OF ABTEL MEMBERS

Mrs. Patty Pitts recognized Advisory Board Member, Dr. Willie Sherman for his exemplary service as the secondary classroom teacher representative on ABTEL. Dr. Willie Sherman has taken a position at a community college and will no longer serve as the secondary classroom teacher representative. ABTEL members expressed appreciation to Dr. Sherman for his service and best wishes for success in his new position.

## DISCUSSION OF ABTEL VACANCIES FOR 2020

Mrs. Patty Pitts reported that the Board of Education will need to appoint individuals to fill vacancies on ABTEL for the 2020-2021 year. She shared that a Superintendent’s Memo will request nominations for the vacancies. Legislator appointments are made by the General Assembly.

## AGENDA ITEMS

## Agenda Item 1: Proposed Requirements for an Economics and Personal Finance (Add-on) Endorsement

The 2005 General Assembly approved Senate Bill 950, a bill directing the Virginia Board of Education to "establish objectives for economic education and financial literacy" to be required

of all students at the middle and high school levels. As a result, the Code of Virginia

Section 22.1–200.03 required the Board of Education to develop and approve objectives for economics education and financial literacy to be required of all students at the middle and high school levels to "further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy." Beginning with students entering ninth grade in fall 2011, one standard unit of credit in Economics and Personal Finance is required for graduation with a Standard or Advanced Studies Diploma. Students may earn this credit by successfully completing the course at any time during their high school career.

No specific endorsement was included in the Licensure Regulations for School Personnel to teach courses in Economics and Personal Finance. Teachers holding valid Virginia licenses with endorsements in specific areas of agricultural education, business and information technology, family and consumer sciences, history and social science, marketing, and mathematics may teach the courses. The regulatory action (standard procedure) is to establish an add-on endorsement to teach economics and personal finance. The add-on endorsement will expand the number of teachers who may teach economics and personal finance.

The workgroup of educators, business leaders, and representatives from professional organizations convened to propose requirements for an Economics and Personal Finance (Add-on Endorsement). Mrs. Patty Pitts presented a summary of the workgroup’s proposed requirements. In order to begin the process to include the add-on endorsement in the *Regulations Governing the Review and Approval of Education Programs in Virginia*, a Notice of Intended Regulatory Action was approved by the Board of Education and filed with the Virginia Register of Regulations. Proposed Economics and Personal Finance (Add-on Endorsement) requirements were included in these regulations for the Advisory Board’s review and recommendation.

The program in Economics and Personal Finance shall ensure that the candidate holds an active license (Collegiate Professional License, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:

**Mrs. Jennifer Andrews made a motion to recommend that the Board of Education adopt the following proposed *Regulations Governing Review and Approval of Education Programs in Virginia,* as well as the implementation recommendations. Dr. Willie C. Sherman seconded the motion. The motion was passed unanimously.**

**The proposed regulations, including implementation guidance, for the Economics and Personal Finance endorsement recommended by the Advisory Board are as follows. The Advisory Board approved its Economics and Personal Finance endorsement requirements in November 2019:**

# PROPOSED REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA

## 8VAC20-542-XXX. Economics and Personal Finance (Add-On Endorsement).

The program in Economics and Personal Finance shall ensure that the candidate holds an active license (Collegiate Professional License, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) with a teaching endorsement or endorsements issued by the Virginia Board of Education and has demonstrated the following competencies:

1. Understanding and demonstration of the required knowledge, skills, and processes to support learners in achievement of the Economics and Personal Finance ***Virginia Standards of Learning***, including:
2. integration of economic concepts and structures, including how consumers, businesses and governments face scarcity of resources and make trade-offs and incur opportunity costs;
3. role of producers and consumers in a market economy including response to incentives, the role of entrepreneurs and how costs and revenues affect profit and supply;
4. the price system;
5. factors that affect income;
6. nation’s economic goals, including full employment, stable prices, and economic growth;
7. nation’s financial system;
8. monetary and fiscal policy;
9. role of government in a market economy;
10. global economy including trade and comparative advantage;
11. consumer skills;
12. planning for living and leisure expenses;
13. banking transactions;
14. credit and loan functions;
15. role of insurance in risk management;
16. income earning, taxes, and reporting;
17. personal financial planning;
18. investment and savings planning;
19. financing postsecondary education (including the Free Application for Federal Student Aid (FAFSA); and
20. Understanding and knowledge of teaching in an online or blended learning environment.

# PROPOSED LICENSURE REGULATIONS FOR SCHOOL PERSONNEL

## 8VAC20-23-XXX. Economics and Personal Finance (Add-On Endorsement).

Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from a regionally accredited college or university and hold a license (Collegiate Professional License, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) issued by the Virginia Board of Education with a teaching endorsement; and

2. Completed an approved teacher preparation program in economics and personal finance (add-on endorsement); or completed the following requirements:

a. Six semester hours of economics or three semester hours of economics and a non-college credit institute in economics. The non-college credit institute in economics must be a minimum of 45 clock hours and offered by a Virginia school division or a regionally accredited college or university. The institute must include the economics content set forth in the *Virginia Standards of Learning* for economics and personal finance and be approved by the Department of Education; and

b. Six semester hours of finance or three semester hours of personal finance and a non-college credit institute in finance. The non-college credit institution in finance must be a minimum of 45 clock hours and offered by a Virginia school division or a regionally accredited college or university. The institute must include the personal finance content set forth in the Standards of Learning for economics and personal finance and be approved by the Department of Education.

## Implementation Guidance

The Advisory Board on Teacher Education and Licensure recommends the following implementation guidance:

1. Teachers (Grandfathering)

Upon the effective date of the establishment of the Economics and Personal Finance (Add-on Endorsement), individuals who hold a teaching license (Collegiate Professional, Postgraduate Professional License, or a Provisional License leading to a Collegiate Professional or Postgraduate Professional License) may be eligible for the economics and personal finance add-on endorsement if the individual:

* completed one year of successful teaching experience [satisfactory performance rating on summative evaluation] in Virginia as the teacher of record in economics and personal finance prior to the effective date of this endorsement; and
* receives the recommendation from the Virginia school division superintendent where the individual is employed at the time of the request.

1. Current Teachers

Individuals who are teaching in Virginia public schools and meet grandfathering requirements will receive the Economics and Personal Finance (Add-on Endorsement) at no additional cost. The $50 fee to apply for an additional endorsement would be waived because these individuals’ endorsements already allow them to teach the course.

1. Transition Period for the Endorsement

A transition period of two years should be implemented from the effective date of the Economics and Personal Finance (Add-on Endorsement) for individuals to complete the requirements to add the endorsement. As of the effective date of the Economics and Personal Finance (Add-on Endorsement), those currently teaching the course and those receiving the endorsement through “grandfathering,” will be endorsed to teach the course.

## Agenda Item 2: Proposed Requirements for Dual Language Endorsements in the *Regulations Governing the Review and Approval of Education Programs* in Virginia

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 for the *Licensure Regulations for School Personnel*. A Dual Language Endorsement Workgroup was established. The first meeting of this group of stakeholders 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.

The proposed licensure regulations were submitted to the Board of Education in November. A Notice of Intended Regulatory Action to revise the *Regulations Governing the Review and Approval of Education Programs in Virginia* was presented to the Board of Education and filed with the Virginia Registrar. Upon the NOIRA’s approval, proposed regulations were presented to the Board of Education and recommendations were made to the process to propose endorsement requirements for dual language in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

## 8VAC20-543-90. Professional Studies Requirements for Early/Primary Education, Elementary Education, Dual Language, and Middle Education.

Professional studies requirements for early/primary education, elementary education, dual language, and middle education:

**1.** Human development and learning (birth through adolescence).

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, 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.

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

(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 level of endorsement (preK-3 or preK-6) sought 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 department's Office of Humanities and Early Childhood shall be included.

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

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

(8) 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 must be included.

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

b. Dual language preK-6 curriculum and instruction

(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; 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.

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

~~b~~c. Middle education 6-8 curriculum and instruction.

(1) Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; effective communication with and among students, 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 must 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 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 automatic external defibrillators shall be included.

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

**3. Classroom and behavior management**. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.

**4. Assessment of and for learning.**

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 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 must be included.

e. Knowledge of legal and ethical aspects, and skills for developing familiarity with assessments used in preK-12 education (including diagnostic, college admission exams, industry certifications, placement assessments).

**5. Foundations of education and the teaching profession.**

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 must 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.**

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

(1) Language acquisition: 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: 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 the 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 text and independent reading.

b. Dual language (English) PreK-6 - language acquisition and reading and writing. 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: 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):

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.

c. Dual Language (Target Language) PreK-6 *-* language acquisition and bilingual literacy development. 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: 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: 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.

~~b~~d. Middle education - language acquisition and reading development and literacy in the content areas.

(1) Language acquisition and reading development: 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 text and independent reading for adolescent learners.

(2) Literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in areas of 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 text and independent reading for adolescent readers.

**7. Supervised clinical experiences.** The supervised clinical experiences shall be continuous and systematic and comprised of early field experiences with 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 any public school or accredited nonpublic school may be accepted in lieu of the supervised student teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

***8VAC20-543-280. (Endorsements will be renumbered in the regulations accordingly.)***

**Dual Language (English) Endorsement PreK-6.**

The programs in Dual Language (English) preK-6 shall ensure that the candidate has demonstrated the following competencies. National standards in dual language are to be addressed in the program.

1. Methods.

a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;

b. Understanding of current research on the brain, its role in learning, and implications for instruction;

c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;

d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;

e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;

f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;

g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;

h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;

i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and

k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and

l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

2. Knowledge and skills.

a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in elementary .

(1) Assessment and diagnostic teaching. The individual shall:

(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and

(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

(2) Communication: speaking, listening, and media literacy. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;

(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and

(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.

(3) Reading and literature. The individual shall:

(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;

(b) Be proficient in strategies to increase vocabulary and concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;

(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;

(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);

(f) Demonstrate the ability to develop comprehension skills in all content areas;

(g) Demonstrate the ability to foster appreciation of a variety of literature;

(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and

(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.

(4) Writing. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;

(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";

(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and

(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.

(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.

b. Mathematics.

(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:

(a) Number systems and their structure, basic operations, and properties;

(b) Elementary number theory, ratio, proportion, and percent;

(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;

(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and

(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.

(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.

(3) Understanding of the multiple representations of mathematical concepts and procedures.

(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.

(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.

(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.

(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.

c. History and social sciences.

(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:

(a) History.

(i) The contributions of ancient civilizations to modern social and political institutions;

(ii) Major events in Virginia history from 1607 to the present;

(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.

(b) Geography.

(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(ii) The relationship between human activity and the physical environment in the community and the world; and

(iii) Physical processes that shape the surface of the earth.

(c) Civics.

(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;

(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;

(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and

(iv) Local government and civics instruction specific to Virginia.

(d) Economics.

(i) The basic economic principles that underlie the United States market economy;

(ii) The role of the individual and how economic decisions are made in the market place; and

(iii) The role of government in the structure of the United States economy.

(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:

(a) Using artifacts and primary and secondary sources to understand events in history;

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;

(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;

(d) Asking appropriate questions and summarizing points to answer a question;

(e) Comparing and contrasting people, places, and events in history;

(f) Recognizing direct cause and effect relationships in history;

(g) Explaining connections across time and place;

(h) Using a decision-making model to identify costs and benefits of a specific choice made;

(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and

(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

d. Science.

(1) Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.

(2) Understanding of the nature of science and scientific inquiry, including the following:

(a) Function of research design and experimentation;

(b) Role and nature of the theory in explaining and predicting events and phenomena;

(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;

(d) Reliability of scientific knowledge and its constant scrutiny and refinement;

(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and

(f) Assumptions, influencing conditions, and limits of empirical knowledge.

(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:

(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;

(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;

(c) Conduct research projects and experiments, including applications of the design process and technology;

(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;

(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;

(f) Design instruction to meet the needs of diverse learners using a variety of techniques;

(g) Evaluate instructional materials, technologies, and teaching practices;

(h) Conduct formative and summative assessments of student learning;

(i) Incorporate instructional technology to enhance student performance in science; and

(j) Ensure student competence in science.

(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.

(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:

(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;

(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;

(c) The application of key science principles to solve practical problems; and

(d) A "systems" understanding of the natural world.

(6) Understanding of the contributions and significance of science including:

(a) Its social, cultural, and economic significance;

(b) The relationship of science to mathematics, the design process, and technology; and

(c) The historical development of scientific concepts and scientific reasoning.

**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 may teach in dual language (English) in the corresponding grade levels noted on the license (such as Early/Primary Education preK-3 or Elementary Education preK-6). Even though individuals holding a valid Virginia teaching license with an elementary education endorsement in the assigned dual language (English) assignment do not need the Dual Language (English) preK-6 Add-on Endorsement, the endorsement recognizes the candidate’s additional preparation in Dual Language (English) preparation.
2. The program in dual language (English) preK-6 add-on endorsement shall ensure that the candidate holds a baccalaureate degree from a regionally accredited college or university and an active teaching license with an elementary education endorsement issued by the Virginia Board of Education and has demonstrated the following competencies and completed 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 in dual language (English) may be accepted in lieu of the practicum.
3. 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.
4. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.
5. 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.
6. Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.
7. 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.
8. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.
9. 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.
10. Demonstrated proficiency in the use of educational technology for instruction shall be required.

**Dual Language (Target Language) Endorsement PreK-6.**

1. The programs in Dual Language (Target Language) preK-6 shall ensure that the candidate has demonstrated the following competencies. National standards in dual language are to be addressed in the program.
2. Individuals must have demonstrated proficiency in the World Language by completing 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.

1. Methods.

a. Understanding of the needed knowledge, skills, dispositions, and processes to support learners in achievement of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology;

b. Understanding of current research on the brain, its role in learning, and implications for instruction;

c. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;

d. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;

e. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem-solve;

f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;

g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;

h. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;

i. A commitment to professional growth and development through reflection, collaboration, and continuous learning;

j. The ability to analyze, evaluate, and apply quantitative and qualitative research; and

k. Understanding of the Virginia Standards of Learning for Computer Technology and the ability to use technology as a tool for teaching, learning, research, and communication; and

l. The ability to adapt task and interactions to maximize language development, conceptual understanding, and skill competence within each child's zone of proximal development.

2. Knowledge and skills.

a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in elementary .

(1) Assessment and diagnostic teaching. The individual shall:

(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and

(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.

(2) Communication: speaking, listening, and media literacy. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;

(b) Be proficient in developing students' phonological awareness skills;

(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;

(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and

(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.

(3) Reading and literature. The individual shall:

(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;

(b) Be proficient in strategies to increase vocabulary and concept development;

(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;

(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;

(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);

(f) Demonstrate the ability to develop comprehension skills in all content areas;

(g) Demonstrate the ability to foster appreciation of a variety of literature;

(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and

(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.

(4) Writing. The individual shall:

(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;

(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";

(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and

(d) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.

(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.

b. Mathematics.

(1) Understanding of the mathematics relevant to the content identified in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and concrete materials should be used within the following content:

(a) Number systems and their structure, basic operations, and properties;

(b) Elementary number theory, ratio, proportion, and percent;

(c) Algebra: fundamental idea of equality; operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities and linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic forms of functions;

(d) Geometry: geometric figures, their properties, relationships, and the Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two-dimensional and three-dimensional figures; coordinate and transformational geometry; and constructions; and

(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; data collection and graphical representations including box-and-whisker plots; data analysis and interpretation for predictions; measures of center, spread of data, variability, range, and normal distribution.

(2) Understanding of the sequential nature of mathematics and vertical progression of mathematical standards.

(3) Understanding of the multiple representations of mathematical concepts and procedures.

(4) Understanding of and the ability to use the five processes - reasoning mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical models and representations - at different levels of complexity.

(5) Understanding of the contributions of different cultures toward the development of mathematics and the role of mathematics in culture and society.

(6) Understanding of the appropriate use of calculators and technology in the teaching and learning of mathematics, including virtual manipulatives.

(7) Understanding of and the ability to use strategies to teach mathematics to diverse learners.

c. History and social sciences.

(1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:

(a) History.

(i) The contributions of ancient civilizations to modern social and political institutions;

(ii) Major events in Virginia history from 1607 to the present;

(iii) Key individuals, documents, and events in United States history; and

(iv) The evolution of America's constitutional republic and its ideas, institutions, and practices.

(b) Geography.

(i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;

(ii) The relationship between human activity and the physical environment in the community and the world; and

(iii) Physical processes that shape the surface of the earth.

(c) Civics.

(i) The privileges and responsibilities of good citizenship and the importance of the rule of law for the protection of individual rights;

(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government;

(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans; and

(iv) Local government and civics instruction specific to Virginia.

(d) Economics.

(i) The basic economic principles that underlie the United States market economy;

(ii) The role of the individual and how economic decisions are made in the market place; and

(iii) The role of government in the structure of the United States economy.

(2) Understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing historical thinking, geographical analysis, economic decision-making, and responsible citizenship by:

(a) Using artifacts and primary and secondary sources to understand events in history;

(b) Using geographic skills to explain the interaction of people, places, and events to support an understanding of events in history;

(c) Using charts, graphs, and pictures to determine characteristics of people, places, and events in history;

(d) Asking appropriate questions and summarizing points to answer a question;

(e) Comparing and contrasting people, places, and events in history;

(f) Recognizing direct cause and effect relationships in history;

(g) Explaining connections across time and place;

(h) Using a decision-making model to identify costs and benefits of a specific choice made;

(i) Practicing good citizenship skills and respect for rules and laws, and participating in classroom activities; and

(j) Developing fluency in content vocabulary and comprehension of verbal, written, and visual sources.

d. Science.

(1) Understanding of the knowledge, skills, and practices of the four core science disciplines of Earth science, biology, chemistry, and physics as defined in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades.

(2) Understanding of the nature of science and scientific inquiry, including the following:

(a) Function of research design and experimentation;

(b) Role and nature of the theory in explaining and predicting events and phenomena;

(c) Practices required to provide empirical answers to research questions, including data collection and analysis, modeling, argumentation with evidence, and constructing explanations;

(d) Reliability of scientific knowledge and its constant scrutiny and refinement;

(e) Self-checking mechanisms used by science to increase objectivity, including peer review; and

(f) Assumptions, influencing conditions, and limits of empirical knowledge.

(3) Understanding of the knowledge, skills, and practices for conducting an active elementary science program including the ability to:

(a) Design instruction reflecting the goals of the Virginia Science Standards of Learning;

(b) Implement classroom, field, and laboratory safety rules and procedures and ensure that students take appropriate safety precautions;

(c) Conduct research projects and experiments, including applications of the design process and technology;

(d) Conduct systematic field investigations using the school grounds, the community, and regional resources;

(e) Organize key science content, skills, and practices into meaningful units of instruction that actively engage students in learning;

(f) Design instruction to meet the needs of diverse learners using a variety of techniques;

(g) Evaluate instructional materials, technologies, and teaching practices;

(h) Conduct formative and summative assessments of student learning;

(i) Incorporate instructional technology to enhance student performance in science; and

(j) Ensure student competence in science.

(4) Understanding of the content, skills, and practices of the four core science areas, including Earth sciences, biology, chemistry, and physics supporting the teaching of preK-6 science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of the four core science areas.

(5) Understanding of the core scientific disciplines of Earth science, biology, chemistry, and physics to ensure:

(a) The placement of the four core scientific disciplines in an appropriate interdisciplinary context;

(b) The ability to teach the skills, practices, and crosscutting concepts common to the natural and physical sciences;

(c) The application of key science principles to solve practical problems; and

(d) A "systems" understanding of the natural world.

(6) Understanding of the contributions and significance of science including:

(a) Its social, cultural, and economic significance;

(b) The relationship of science to mathematics, the design process, and technology; and

(c) The historical development of scientific concepts and scientific reasoning.

**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. The program in dual language (Target Language) preK-6 add-on endorsement shall ensure that the candidate holds a baccalaureate degree from a regionally accredited college or university and an active teaching license with an endorsement in a Target Language issued by the Virginia Board of Education and has demonstrated the following competencies and completed 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.
3. Skills in this area shall contribute to an understanding of the principles of learning; **dual language acquisition; theories of second language acquisition**; **dual language design/assessment,** 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.
4. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.
5. 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.
6. Teaching methods shall be tailored to promote student engagement and student academic progress and effective preparation for the Virginia Standards of Learning assessments.
7. 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.
8. Early childhood educators shall understand the role of families in child development and in relation to teaching educational skills.
9. 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.
10. Demonstrated proficiency in the use of educational technology for instruction shall be required, and
11. The candidate must complete the following:

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

**Dr. Travis Burns made a motion to recommend that the Board of Education approve the updated process to the proposed endorsement requirements for dual language in the *Regulations Governing Review and Approval of Education Programs* *in Virginia*. Dr. Nancy Bradley seconded the motion. The motion was passed unanimously.**

**Agenda Item 3: Updates on Board of Education Proposed Guidelines: (1) *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents; and* (2) *Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 (2019 General Assembly)***

Mrs. Patty Pitts shared updates on the Board of Education Proposed Guidelines for the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents; and* (2) *Guidelines for Alternate Routes to Licensure in Response to House Bill 2486 (2019 General Assembly).*

On November 14, 2019, the Virginia Board of Education approved revisions to the *Guidelines for Uniform Performance Standards for Teachers, Principals, and Superintendents*. These revisions solely address the weighting of the performance standards for the evaluation of teachers, principals, and superintendents. The Board of Education also is beginning a process to review and make comprehensive revisions to these *Guidelines.*

In 2012, in response to federal reporting requirements pursuant to the State Fiscal Stabilization Fund (SFSF) and to meet requirements of Virginia’s Elementary and Secondary Education Act of 1965 Flexibility Plan, Virginia was required to ensure that student academic progress (standard 7) accounted for 40 percent of the summative evaluation for teachers. Given this previous requirement, the Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* called for the first six standards to be weighted equally at 10 percent each and the seventh standard, student academic progress, to account for 40 percent of the summative evaluation. Since the federal reporting requirement has been eliminated, these percentages are not mandated. The weighting of student academic progress at 40 percent of the summative evaluation is no longer required.

The *Code of Virginia* requires that student academic progress be a “significant” component of the evaluation. The attached *Guidelines* recommend that evaluation of student academic progress is met if *Performance Standard 7: Student Academic Progress* is not the least weighted of the performance standards or less than one (10 percent); however, it may be weighted equally

as one of the multiple lowest weighted standards. The following weights are recommended for each of the performance standards:

| **Teacher Performance Standard** | **Teacher**  **Performance Standard** | **Principal**  **Performance**  **Standard** | **Superintendent**  **Performance**  **Standard** | **Recommended Weighting** |
| --- | --- | --- | --- | --- |
| **Standard 1** | Professional Knowledge | Instructional Leadership | Mission, Vision, and Goals | 1.5 |
| **Standard 2** | Instructional Planning | School Climate | Planning and Assessment | 1.5 |
| **Standard 3** | Instructional Delivery | Human Resources Management | Instructional Leadership | 1.5 |
| **Standard 4** | Assessment of and for Learning | Organizational Management | Organizational Leadership and Safety | 1.5 |
| **Standard 5** | Learning Environment | Communication and Community Relations | Communication and Community Relations | 1.5 |
| **Standard 6** | Professionalism | Professionalism | Professionalism | 1 |
| **Standard 7** | Student Academic Progress | Student Academic Progress | Division Student Academic Progress | 1.5 |

The *Code of Virginia* stipulates specific requirements that must be included in a school board’s evaluation system. The evaluation system set forth by the Board of Education in the *Guidelines*, including sample forms and templates, may be implemented “as is” or used to refine existing local teacher evaluation systems provided statutory requirements are met. In accordance with state law, teacher, principal, and superintendent evaluations must:

* be consistent with the performance standards included in the *Guidelines*;
* include student academic progress as a significant component; and
* include an overall summative rating.

The Board of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher*s reflect the revision of the guidance for weighting the performance standards. Since the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* and the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendent*s align with the teacher evaluation guidelines, revisions to these documents also were attached to the Superintendent’s memorandum.

Pursuant to Section 2.2-4002.1. of the *Code of Virginia*, guidance documents are subject to a

30-day public comment period, to include public comment through the Virginia Regulatory Town Hall website, after publication in the Virginia Register of Regulations and prior to their effective date. The public comment period for the *Guidelines* will be from December 9, 2019 to January 8, 2020. The *Guidelines* will become effective on January 8, 2020, unless written comments are received during the public comment period, in which case the effective date will be delayed for an additional 30-day period.

On November 14, 2019, the Virginia Board of Education approved proposed *Guidelines for Alternate Routes to Licensure* ***in Response to House Bill 2486 of the 2019 Virginia General Assembly.* The legislation, in part, required the following:**

*The Board shall develop guidelines that establish a process to permit a school board or any organization sponsored by a school board to petition the Board for approval of an alternate route to licensure that may be used to meet the requirements for a provisional or renewable license or any endorsement. Any such alternate route may include alternatives to the regulatory requirements for teacher preparation, including alternative professional assessments and coursework. The petitioner may proffer or the Board may impose conditions in conjunction with the approval of such petition.*

The Department of Education convened a workgroup in August 2019 to recommend *Guidelines for Alternate Routes to Licensure* ***in Response to House Bill 2486 of the 2019 Virginia General Assembly*.** The workgroup was composed of school division human resources officials; an assistant superintendent; a teacher; university administrator; and representatives from the Virginia Education Association, Virginia Association of School Superintendents, Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Advisory Board on Teacher Education and Licensure, Virginia Community College System, and the Virginia Department of Education. The Advisory Board on Teacher Education and Licensure presented proposed *Guidelines* to the Board of Education.

Pursuant to Section 2.2-4002.1. of the *Code of Virginia*, guidance documents are subject to a

30-day public comment period, to include public comment through the Virginia Regulatory Town Hall website, after publication in the Virginia Register of Regulations and prior to their effective date. The public comment period for the *Guidelines* will be from December 23, 2019 to

January 22, 2020. The *Guidelines* will become effective on January 23, 2020, unless written comments are received during the public comment period, in which case the effective date will be delayed for an additional 30-day period.

**PRESENTATIONS**

**Presentation 1: Update on 2020 General Assembly Proposed Legislation**

Mrs. Patty Pitts presented information to the Advisory Board on Teacher Education and Licensure on 2020 proposed legislation related to teacher education and licensure. After the General Assembly concludes, the Advisory Board will receive a report on legislation passed by the 2020 General Assembly.

The Virginia General Assembly convened on January 8, 2020. Bills are posted on the following website: [[Virginia Legislative Information Center](https://lis.virginia.gov/)]. The Virginia Department of Education tracks and reports on proposed legislation, bills and resolutions of interest to school superintendents and division personnel. The history of any bill or resolution, all amendments, and the text of the legislation are available by selecting the bill or resolution number in the tracking reports on the Department of Education’s [Education Legislation Page](http://www.doe.virginia.gov/boe/legislation/index.shtml).

All legislation becomes effective in July unless otherwise indicated. Any information about actions that may or must be taken by local school boards is included in the summary of each bill.

At the conclusion of the General Assembly, final tracking reports are compiled. These will reflect the final action on education-related legislation tracked by the Virginia Department of Education.

At a future meeting, a report of bills related to teacher education and licensure will be presented to the Advisory Board on Teacher Education and Licensure for information.

## LIAISON REPORTS

## Virginia Community College System (VCCS)

No report was presented by the Virginia Community College System.

## State Council of Higher Education for Virginia (SCHEV)

In November 2019, SCHEV staff completed the “Virginia College Access Week” initiative with the highest number of sites (104) and the opportunity to serve over 25,000 students from the 2020 senior class; 76% of the sites serve locations where 50% or more of the students are eligible for free/reduced lunch. The “[applyyourselfva](http://applyyourselfva.com/)” website was used to support sites. SCHEV staff shared tools and developed new tool kits (downloadable resources) to support the steps of the “1-2-3 Go! Prepare, Apply, Pay and Go” that are available on [SCHEV’s website](https://schev.edu/).

Virginia College Access Network’s (VCAN) annual conference, the premier training event in Virginia for college access providers, took place in Richmond on December 4, 2019, through December 6, 2019. Mr. Rodney Robinson, the 2019 Teacher of the Year for Virginia and the 2019 National Teacher of the Year was the keynote speaker. Greetings and remarks also came from Secretary of Education Atif Qarni.

The Gaining Early Awareness Readiness for Undergraduate Programs (GEAR UP) Virginia federal funded program serves approximately 4,500 students in 15 partner divisions. The cohort is now in the 12th grade. Sixty-three percent of GEAR UP students are eligible for free/reduced lunch.

During the 2018–2019 and the 2019 - 2020 school years, GEAR UP collaborated with the Virginia College Advising Corps (VCAC) to serve students during their junior and senior years.

Peer college advisors assisted GEAR UP students with the following:

* Sign up for the ACT/SAT;
* Research colleges;
* Apply to colleges;
* Apply for financial aid; and
* Assist students in deciding which college to attend.

The GEAR UP program staff is creating a “Summer Melt” texting initiative to ensure that high school graduates who intend to enroll in post-secondary schools do so during the fall of 2020.

## Virginia Department of Education (VDOE)

Mrs. Patty S. Pitts shared that Mrs. Andrea Carson Johnson, 2020 Virginia Teacher of the Year, and Mr. Rodney Robinson, 2019 Virginia and National Teacher of the Year, have been serving as ambassadors for the teaching profession throughout the Commonwealth and beyond.

**Presentation 2: Presentation on State Initiatives in Teacher Education and Licensure to Address Teacher Shortages**

Mrs. Patty Pitts presented information on state initiatives in Teacher Education and Licensure that address teacher shortages. The presentation provided information about Virginia teacher shortages, as well as initiatives to address teacher shortages. The presentation included an overview of statutory and regulatory revisions, as well as programs in teacher education and licensure focusing on teacher recruitment and retention. Programs presented included the following:

* Clinical Faculty Grant
* Mentor Teacher Grant
* Traineeship for Education of Special Education Personnel
* Virginia Consortium for Teacher Preparation in Special Education: Adapted Curriculum
* Traineeship for Special Education Personnel -- A Distance Model for Endorsement in Special Education-General Curriculum (George Mason University)
* Virginia Consortium for Teacher Preparation in Visual Impairments
* Traineeship for Special Education Personnel -- The Commonwealth Special Education Program (Old Dominion University)
* Radford Teacher Preparation Project -- Hearing Impairments Prek-12
* Virginia Career Switcher Program and Mentor Funds
* Teacher Residency Grants
* Competitive Grants for Praxis/VCLA to Support Diversity Among Teachers with Provisional Licenses
* STEM Grants
* Virginia Teaching Scholarship Loan Program
* National Board Certification
* Comprehensive Web-based Recruiting Management System

## ADJOURNMENT

**Dr. Willie C. Sherman made a motion to adjourn the Advisory Board on Teacher Education and Licensure meeting. Ms. Tracey Mercier seconded the motion. The motion was unanimously approved.**