

# *Licensure Regulations for School Personnel*

*Effective September 21, 2007*

*State Board of Education  
8VAC20-22-10 et. seq.*



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

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# *Licensure Regulations for School Personnel*

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**STATE BOARD OF EDUCATION  
CHAPTER 22  
LICENSURE REGULATIONS FOR SCHOOL PERSONNEL**

**Part I  
Definitions**

**8VAC20-22-10. Definitions.**

The following words and terms when used in this chapter shall have the meanings indicated unless the context clearly implies otherwise:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

"Alternate route to licensure" means a nontraditional route to licensure available to individuals who meet the criteria specified in 8VAC20-22-90.

"Approved program" means a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program will be eligible for state licensure. The Board of Education has the authority to approve programs in Virginia.

"Cancellation" means the withdrawal of a teaching license following the voluntary return of the license by the license holder.

"Certified provider" means a provider certified by the Department of Education to provide preparation and training for applicants seeking the Provisional License specified in 8VAC20-22-90.

"Collegiate Professional License" means a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher's assessments prescribed by the Board of Education.

"Content area coursework" means courses at the undergraduate level (i.e., two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts or sciences.

"Denial" means the refusal to grant a teaching license to a new applicant or to an applicant who is reapplying after the expiration of a license.

"Division Superintendent License" means a five-year, renewable license available to an individual who has completed an earned master's degree from an accredited institution of higher education and meets the requirements specified in 8VAC20-22-600. The individual's name must be listed on the Board of Education's list of eligible division superintendents.

"Experiential learning" means a process of applying for an initial license through the alternate route as prescribed by the Board of Education and meeting the criteria specified in 8VAC20-22-90 E to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area.

"International Educator License" means a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in the Board of Education regulations.

"Local Eligibility License" means a license issued pursuant to §22.1-299.3 of the Code of Virginia to an individual by a local school board based on specified criteria set forth by that section. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is valid for three years and is not transferable to another school division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

"Mentor" means a classroom teacher hired by the local school division who has achieved continuing contract status or other instructional personnel including retired teachers who meet local mentor selection criteria. The mentor should work in the same building as the beginning teacher or be instructional personnel who is assigned solely as a mentor. A mentor should be assigned a limited number of teachers at any time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time. Mentors guide teachers in the program through demonstrations, observations, and consultations.

"Postgraduate Professional License" means a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited institution.

"Professional teacher's assessment" means those tests or other requirements mandated for licensure as prescribed by the Board of Education.

"Provisional License" means a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program who will be issued a one-year Provisional License, will be issued for three years. Individuals must complete all requirements for a renewable license within the validity period of the license.

"Pupil Personnel Services License" means a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a regionally accredited institution with an endorsement for guidance counselor, school psychologist, school social worker, special education speech language pathologist preK-12, or vocational evaluator. This license does not require teaching experience.

"Renewable license" means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education regulations.

"Revocation" means the withdrawal of a teaching license.

"Suspension" means the temporary withdrawal of a teaching license.

"Technical Professional License" means a five-year, renewable license available to an individual who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, technical competency, and occupational experience; and meets the requirements specified in 8VAC20-22-50.

## **Part II**

### **Administering the Regulations**

#### **8 VAC 20-22-20. Administering the regulations.**

- A. In administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120.
  
- B. In administering these regulations, competencies required for endorsement areas are outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542). This document should be referenced for detailed information regarding coursework content for endorsements. Individuals must complete the semester hours required for endorsement areas or the equivalent that must be documented and approved by the Department of Education.

## **Part III**

### **Licensure**

#### **8VAC20-22-30. Purpose and responsibility for licensure.**

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. The responsibility for licensure is set forth in §22.1-298.1 of the Code of Virginia, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers.

#### **8VAC20-22-40. Conditions for licensure.**

- A. Applicants for licensure must:
  - 1. Be at least 18 years of age;
  - 2. Pay the appropriate fees as determined by the Board of Education and complete the application process;
  - 3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from a regionally accredited institution of higher education and meet requirements for the license sought. Persons seeking initial licensure who graduate from Virginia institutions of higher education shall only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a

national accrediting agency or by a state approval process with final approval by the Board of Education; and

4. Possess good moral character (free of conditions outlined in Part VII (8VAC20-22-690 et seq.) of this chapter.
- B. All candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessments within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, the International License, School Manager License, or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.
  - C. All individuals seeking an initial endorsement in early/primary education preK-3, elementary education preK-6, special education-general curriculum, special education-hearing disorders, special education-visual impairments and individuals seeking an endorsement as a reading specialist must obtain passing scores on a reading instructional assessment prescribed by the Board of Education.
  - D. Licensure by reciprocity is set forth in 8VAC20-22-100. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.
  - E. Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

#### **8VAC20-22-50. Types of licenses; dating licenses.**

The following types of licenses are available:

1. **Provisional License.** The Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from a regionally accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program, will be issued for three years. Individuals must complete the requirements for the regular, five-year license within the validity period of the Provisional License.
2. **Collegiate Professional License.** The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned undergraduate degree from a regionally accredited college or university and the professional teacher's assessments prescribed by the Board of Education.
3. **Postgraduate Professional License.** The Postgraduate Professional License is a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from a regionally accredited college or university.
4. **Technical Professional License.** The Technical Professional License is a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, skills in literacy and communication, technical competency, and occupational experience; and has completed nine semester hours of specialized professional studies credit from a regionally accredited college or university. The nine semester hours of professional studies coursework must include human growth and development (three semester hours), curriculum and instructional procedures (three semester hours), and applications of instructional technology or classroom and behavior management (three semester hours). The Technical Professional License is issued at the recommendation of an employing educational agency in the areas of career and technical education, educational technology, and military science. Individuals seeking military science must have the appropriate credentials issued by the United States military. In addition to demonstrating competency in the endorsement area sought, the individual must:
  - a. Hold a license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman level or an equivalent;
  - b. Have completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade; or

- c. Have four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent.

Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the professional teacher's assessments requirement.

5. **School Manager License.** The school manager license is a five-year, renewable license intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer non-instructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian. The license is available to a candidate who holds a baccalaureate degree from a regionally accredited college or university; has three years of successful managerial experience; and is recommended for the license by a Virginia school division superintendent.
6. **Pupil Personnel Services License.** The Pupil Personnel Services License is a five-year, renewable license available to an individual who has earned an appropriate graduate degree from a regionally accredited college or university with an endorsement for guidance counselor, school psychologist, school social worker, special education speech-language pathologist preK-12 , or vocational evaluator. This license does not require teaching experience.
7. **Division Superintendent License.** The Division Superintendent License is a five-year, renewable license available to an individual who has completed an earned master's degree from a regionally accredited college or university and meets the requirements specified in 8 VAC 20-22-600. The individual's name must be listed on the Board of Education's list of eligible division superintendents.
8. **International Educator License.** The International Educator License provides a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years. This license does not require professional teacher's assessments; however, the individual will be subject to assessment requirements if the individual seeks a five-year renewable license. To be issued the International Educator License an individual must:
  - a. Be employed by a Virginia public or accredited nonpublic school;

- b. Hold non-U.S. citizenship and be a nonpermanent resident;
  - c. Serve as an exchange teacher for a time period not to exceed three consecutive years; and
  - d. Meet the following requirements as verified by a state-approved, federally-designated Exchange Visitor Program (22 CFR Part 62):
    - (1) Be proficient in written and spoken English;
    - (2) Demonstrate competence in the appropriate academic subject area(s);
    - (3) Hold the U.S. equivalent of a baccalaureate degree or higher as determined by an approved credential agency; and
    - (4) Hold U.S. or foreign educator credentials and completed at least one year of successful teaching experience that:
      - (a) Enables the educator to fulfill a similar assignment in his home country; or
      - (b) Is comparable to those requirements for Virginia teachers.
9. Local Eligibility License. The Local Eligibility License, established by the Virginia General Assembly, is a valid, three-year, nonrenewable license issued by a local school board to an individual who has met specified criteria set forth in §22.1-299.3 of the Code of Virginia. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is not transferable to another division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

All licenses will be effective from July 1 in the school year in which the application is made. A Virginia employing education division or agency is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure.

**8VAC20-22-60. Designations on licenses for career paths to teaching.**

- A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.

- B. Teaching licenses may be issued with one of the following designations and the designation will be processed as an add-on endorsement. These designations will not apply to the Division Superintendent License, School Manager License, International License, or the Pupil Personnel Services License.
1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.
  2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation, received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head, served at least three years as a mentor teacher in Virginia, documented responsibilities as a mentor, and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.
  3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:
    - a. National board certification or a nationally recognized certification program approved by the Board of Education and a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement; or
    - b. A recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

**8VAC20-22-70. Additional endorsements.**

- A. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil

personnel services license, school manager license, or division superintendent license.

- B. One or more endorsements may be added to a license provided specific endorsement requirements have been met. Written requests may be made by the licensed professional and should be directed to the Virginia employing educational agency or college or university. If the request is not acted upon by the local educational agency or college or university within 30 days or is disputed, the license holder may make a written request for an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of the same year.

#### **8VAC20-22-80. Deletion of an endorsement.**

An endorsement may be deleted from a license at the request of the licensed professional. Written requests are made by the licensed professional and should be directed to the employing educational agency. If the request is not acted upon by the local educational agency within 30 days, or is disputed, the license holder may make a written request for the deletion of an endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect on July 1 of that year. Individuals who wish to add an endorsement that has been deleted must meet requirements for that endorsement at the time it is requested.

#### **8VAC20-22-90. Alternate routes to licensure.**

- A. Career switcher alternate route to licensure for career professions. An alternate route is available to career switchers who seek teaching endorsements preK through grade 12 with the exception of special education.
  - 1. An individual seeking a Provisional License through the career switcher program must meet the following prerequisite requirements:
    - a. An application process;
    - b. A baccalaureate degree from a regionally accredited college or university;
    - c. The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
    - d. At least five years of full-time work experience or its equivalent; and
    - e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Board of Education.

2. The Provisional License is awarded at the end of Level I preparation. All components of the career switcher alternate route for career professions must be completed by the candidate.
3. The Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional License for a second year, the candidate will enter Level III of the program. Career switcher programs must be certified by the Virginia Department of Education.
  - a. Level I preparation. Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction, including technology, reading, and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, and human growth and development.
  - b. Level II preparation during first year of employment.
    - (1) Candidate seeks employment in Virginia with the one-year Provisional License.
    - (2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in subdivision 3) (a) of this subsection. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.
    - (3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional License. A trained mentor must be assigned to assist the candidate during the first year of employment. Responsibilities of the mentor include, but are not limited to, the following:
      - (a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;
      - (b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;
      - (c) Share resources and materials;

(d) Share best instructional, assessment, and organizational practices; classroom and behavior management strategies; and techniques for promoting effective communication; and

(e) Provide general support and direction regarding school policies and procedures.

(4) Upon completion of Levels I and II of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to apply for a five-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Board of Education.

c. Level III preparation, if required.

(1) Post preparation, if required, will be conducted by the Virginia employing educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and

(2) Upon completion of Levels I, II, and III of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to receive a five-year renewable license.

4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.
  5. Certified providers implementing a career switcher program may charge a fee for participation in the program.
- B. An alternate route is available to individuals employed by an educational agency who seek teaching endorsements preK through grade 12. Individuals must complete the requirements for the regular, five-year license within the validity period of the provisional license.
1. An individual seeking a license through this alternate route must have met the following requirements:
    - a. Are entering the teaching field through the alternate route to licensure upon the recommendation of the Virginia employing educational agency;

- b. Hold a baccalaureate degree from a regionally accredited college or university with the exception of individuals seeking the Technical Professional License;
  - c. Have met requirements for the endorsement area; and
  - d. Need to complete an allowable portion of professional studies and licensure requirements.
2. The professional studies requirements for the appropriate level of endorsement sought must be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program must include training (seminar, internship, coursework, etc.) in human growth and development, curriculum and instructional procedures (including technology), instructional design based on assessment data, classroom and behavior management, foundations of education and reading.
  3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. A fully licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternate route.
- C. Alternate route in special education. The Provisional License is a three-year nonrenewable teaching license issued to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the appropriate special education endorsement. This alternate route to special education is not applicable to individuals employed as speech pathologists. To be issued the Provisional License through this alternate route, an individual must:
1. Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;
  2. Hold a baccalaureate degree from a regionally accredited college or university;
  3. Have an assigned mentor endorsed in special education; and
  4. Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey

course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites.

- D. Alternate programs at institutions of higher education or Virginia school divisions. Alternate programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds and (ii) prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route.
- E. Experiential learning. Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:
  1. Hold a baccalaureate degree from a regionally accredited college or university;
  2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and
  3. Have met the qualifying score on the content knowledge assessment prescribed by the Board of Education.

The criteria do not apply to teachers of special education and elementary education (preK-3 and preK-6).

**8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity.**

- A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license (full credential without deficiencies) that must be in force at the time the application for a Virginia license is made. An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts. Professional teacher's assessments prescribed by the Board of Education must be satisfied.
- B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Board of Education.

- C. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. Unless exempted by the criteria in subsection D of this section, licensure assessments prescribed by the Board of Education shall be required.
- D. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

**8VAC20-22-110. Requirements for renewing a license.**

- A. The Division Superintendent, Postgraduate Professional, Collegiate Professional, Technical Professional, Pupil Personnel Services, and School Manager Licenses may be renewed upon the completion of 180 professional development points within a five-year validity period based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.
- B. Virginia public school divisions and public education agencies must report annually to the Department of Education that instructional personnel have completed high quality professional development each year as set forth by the Virginia Department of Education.
- C. Professional development points may be accrued by the completion of professional development activities to improve and increase instructional personnel's knowledge of the academic subjects the teachers teach or the area assigned from one or more of the following eight options.
  - 1. College credit. Acceptable coursework offers content that provides new information and is offered on-campus, off-campus, or through extension by any regionally accredited two- or four-year college or university. College coursework must develop further experiences in subject content taught, teaching strategies, uses of technologies, leadership, and other essential elements in teaching to high standards and increasing student learning. At least 90 points for each five-year renewal shall be in the content area(s) currently being taught if the license holder does not hold a graduate degree. Instructional personnel must complete coursework to improve and increase the knowledge of the academic subjects or endorsement areas in which they are assigned.

2. Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.
3. Curriculum development. Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an education institution in the teaching area assigned. This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
4. Publication of article. The article must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. Grant reports that present the results of educational research are acceptable provided the license holder had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation. The article must be published in a recognized professional journal.
5. Publication of book. Books must be published for purchase and must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. The published book must increase the field of content knowledge, planning and assessment for evaluating and providing students with feedback that encourages student progress and measures student achievement, instruction, safety and learning environment, communication and community relations working with students, parents, and members of the community to promote broad support for student learning. Points will not be awarded for books self-published.
6. Mentorship. Mentoring is the process by which an experienced professional, who has received mentorship training, provides assistance to one or more persons for the purpose of improving their performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement. Mentoring may include the supervision of a field experience of a preservice student teacher or an intern in an approved teacher/principal preparation program, as well as mentoring as part of the induction process for a beginning teacher or a first-year administrator. Individuals serving in this role and submitting documentation for license renewal based on the mentorship option shall receive training as a mentor prior to the assignment and at least once during the five-year renewal cycle.
7. Educational project. Educational projects must be planned, focused projects based on high standards of teaching and learning. Projects must result in a written report or other tangible product. Projects must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. A project could include participation in

new professional responsibilities, such as leading a school improvement initiative.

8. Professional development activity. Professional development activities must focus on student learning and achievement, schoolwide educational improvement, leadership, subject content, teaching strategies, and use of technologies and other essential elements in teaching to high standards. Activities must be planned, rigorous, systematic, and promote continuous inquiry and reflection. Local employing educational agencies are encouraged to design professional development activities that are conducted in school settings and linked to student learning and achievement.
- D. A minimum of 90 points (three semester hours in a content area) at the undergraduate (two-year or four-year institution) or graduate level in the license holder's endorsement areas shall be required of license holders without a master's degree and may be satisfied at the undergraduate (two-year or four-year institution) or graduate level. Special education coursework designed to assist classroom teachers and other school personnel in working with students with disabilities, a course in gifted education, a course in educational technology, or a course in English as a second language may be completed to satisfy the content course requirement for one cycle of the renewal process. Professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course for one renewal cycle. The substance of the activities must clearly support these initiatives and address one or more of the following areas: (i) new content knowledge to implement the Virginia Standards of Learning; (ii) curriculum development initiative designed to translate the standards from standards to classroom objectives; (iii) teaching beginning reading skills including phonemic awareness and the structure of language (phonics); (iv) staff development activities in assessment to assist classroom teachers in the utilization of test results to improve classroom instruction; and (v) professional development designed to implement the technology standards in the schools. Technical Professional License holders without baccalaureate degrees may satisfy the requirement through career and technical education workshops, career and technical education institutes, or through undergraduate coursework at two-year or four-year institutions.
- E. Content area courses are courses at the undergraduate level (two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts and sciences. License holders with elementary education, middle education, special education, or reading endorsements must satisfy the 90-point requirement through reading coursework or content coursework in one of the areas listed above. Courses available through a regionally accredited college's or institution's department of education may be used to satisfy the content requirement for those license holders with endorsements in health and physical education, career and technical education, and library science education.

- F. With prior approval of the division superintendent, the 90 points in a content area also may be satisfied through coursework taken to obtain a new teaching endorsement or coursework taken because of a particular need of a particular teacher.
- G. The remaining 90 points may be accrued by activities drawn from one or more of the eight renewal options. Renewal work is designed to provide licensed personnel with opportunities for professional development relative to the grade levels or teaching fields to which they are assigned or for which they seek an added endorsement. Such professional development encompasses (i) responsible remediation of any area of an individual's knowledge or skills that fail to meet the standards of competency and (ii) responsible efforts to increase the individual's knowledge of new developments in his field and to respond to new curricular demands within the person's area of professional competence.
- H. The proposed work toward renewal in certain options must be approved in advance by the chief executive officer or designee of the employing educational agency. Persons who are not employed by an educational agency may renew or reinstate their license by submitting to the Office of Professional Licensure, Department of Education, their individualized renewal record and verification of points, including official student transcripts of coursework taken at an accredited two-year or four-year college or university.
- I. Accrual of professional development points shall be determined by criteria set forth by the Virginia Department of Education.
- J. Persons seeking license renewal as teachers must demonstrate proficiency in the use of educational technology for instruction.
- K. Virginia school divisions and nonpublic schools will recommend renewal of licenses using the renewal point system. The renewal recommendation must include verification of demonstrated proficiency in the use of educational technology for instruction.
- L. Training in instructional methods tailored to promote academic progress and effective preparation for the Standards of Learning tests and end-of-grade assessments is required for licensure renewal.
- M. If they have not already met the requirement, persons seeking licensure renewal as teachers must complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes.

## Part IV

### Licensure Regulations Governing Early/Primary Education, Elementary Education, and Middle Education Endorsements

#### **8 VAC 20-22-120. Early/primary education, elementary education, and middle education endorsements.**

Individuals seeking licensure with endorsements in early/primary education, elementary education, and middle education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent), professional teacher's assessments requirement prescribed by the Board of Education, specific endorsement requirements, and professional studies requirements.

#### **8VAC20-22-130. Professional studies requirements.**

Professional studies requirements for early/primary education, elementary education, and middle education: 18 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): 3 semester hours. 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 . The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.
2. Curriculum and instructional procedures: 3 semester hours.
  - a. Early/primary education preK-3 or elementary education preK-6 curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; 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; evaluation of pupil performance; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices,

the ability to construct and 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. The teaching methods, including for limited English proficient students, gifted and talented students and those students with disabling conditions, must be appropriate for the level of endorsement (preK-3 or preK-6) and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, the Standards of Learning, and Foundation Blocks for Early Learning shall be included. Early childhood educators must understand the role of families in child development and in relation to teaching educational skills. They must demonstrate knowledge in relation to teaching educational skills. They must demonstrate knowledge and skills in communicating with families regarding the social and instructional needs of children. 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. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

- b. Middle education 6-8 curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes, selection and use of materials, including media and computers; evaluation of pupil performance; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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. The teaching methods, including for limited English proficient students, gifted and talented students, and students with disabling conditions, must be appropriate for the middle education endorsement and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated

proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

3. Classroom and behavior management: 3 semester hours. Skills in this area shall contribute to an understanding and application of classroom and behavior management techniques, classroom community building, 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 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 of self discipline. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.
4. Foundations of education: 3 semester hours. 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. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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) must be addressed.
5. Reading: 6 semester hours.
  - a. Early/primary preK-3 and elementary education preK-6 – language acquisition and reading: 6 semester hours.

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.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

Knowledge of typical language development, components and sequence of literacy development, and the connection between language development and literacy must be evident in coursework. Knowledge and skills in specific methods by which adults elicit and foster the components of language development must be included.

- b. Middle education – language acquisition: 3 semester hours and reading in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.
6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours (including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement. 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. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

**8VAC20-22-140. Early childhood for three- and four-year-olds (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. A Virginia teaching license with an endorsement in elementary education (such as preK-3 or preK-6);
2. Completed 9 semester hours of graduate-level coursework in early childhood education; and
3. Completed a supervised practicum of at least 45 instructional hours in a preschool setting (three- and four-year olds) in a public school, an accredited nonpublic school, or another program approved by the Virginia Board of

Education. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum.

4. The add-on endorsement to an elementary endorsement (that includes preK) is not required to teach preK (three- and four-year olds), but the endorsement recognizes the candidate's additional preparation in early childhood.

**8VAC20-22-150. Early/primary education preK-3.**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in early/primary education preK-3; or
2. The candidate for the early/primary education preK-3 endorsement must have a degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent) and completed coursework that covers the early/primary education preK-3 competencies and fulfills the following 48 semester-hour requirements:
  - a. English (must include composition, oral communication, and literature): 12 semester hours;
  - b. Mathematics: 9 semester hours;
  - c. Science (including a laboratory course): 9 semester hours (in at least two science disciplines);
  - d. History (must include American history and world history): 6 semester hours;
  - e. Social science (must include geography and economics): 6 semester hours; and
  - f. Arts and humanities: 6 semester hours.

**8VAC20-22-160. Elementary education preK-6.**

Endorsement requirements.

1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or

2. The candidate for the elementary education preK-6 endorsement must have a bachelor's degree or higher from a regionally accredited college or university majoring in the liberal arts and sciences (or equivalent) and fulfill the following 57 semester-hour requirements:
  - a. English (must include composition, oral communication, and literature): 12 semester hours;
  - b. Mathematics: 12 semester hours;
  - c. Science (including a laboratory course): 12 semester hours in at least two science disciplines;
  - d. History (must include American history and world history): 9 semester hours;
  - e. Social science (must include geography and economics): 6 semester hours; and
  - f. Arts and humanities: 6 semester hours.

#### **8VAC20-22-170. Middle education 6-8.**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation discipline-specific program in middle education 6-8 with at least one area of academic preparation from the areas of English, mathematics, science, and history and social sciences; or
2. An applicant seeking the middle education 6-8 endorsement must have earned a degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent); and completed a minimum of 21 semester hours in at least one area of academic preparation (concentration) that will be listed on the license; and completed minimum requirements for those areas (English, mathematics, science, and history and social sciences) in which the individual is not seeking an area of academic preparation. The applicant will be restricted to teaching only in the area(s) of concentration listed on the teaching license.
  - a. English. English concentration (must include coursework in language, e.g., history, structure, grammar, literature, advanced composition, and interpersonal communication or speech): 21 semester hours.

- b. Mathematics. Mathematics concentration (must include coursework in algebra, geometry, probability and statistics, and applications of mathematics): 21 semester hours.
- c. Science. Science concentration (must include courses in each of the following: biology, chemistry, physics, and Earth and space science; a laboratory course is required in two of the four areas): 21 semester hours.
- d. History and social sciences. History and social sciences concentration (must include a course in American history, world history, economics, American government (including state and local government), and geography): 21 semester hours.

## Part V

### Licensure Regulations Governing PreK-12 Endorsements, Special Education, Secondary Grades 6-12 Endorsements, and Adult Education

#### **8VAC20-22-180. PreK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.**

Individuals seeking licensure with preK-12 endorsements, special education, secondary grades 6-12 endorsements, or adult education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from a regionally accredited college or university in the liberal arts and sciences (or equivalent), professional teacher's assessment requirements prescribed by the Board of Education, specific endorsement requirements, and professional studies requirements.

#### **8VAC20-22-190. Professional studies requirements.**

Professional studies requirements for adult education, preK-12 endorsements, and secondary grades 6-12 endorsements: 15 semester hours. Professional studies requirements for special education: 18 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): 3 semester hours. 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. The interaction of children with individual differences – economic, social, racial, ethnic, religious, physical, and mental – should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.
2. Curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; evaluation of pupil performance ; and the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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. Teaching methods appropriate for limited English proficient students; exceptional students, including gifted and talented and those with disabling conditions; and appropriate for the level of

endorsement sought shall be included. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Curriculum and instructional procedures for secondary grades 6-12 endorsements must include middle and secondary education. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences must be at the elementary, middle, and secondary levels.

3. Classroom and behavior management: 3 semester hours. Skills in this area shall contribute to an understanding and application of classroom and behavior management techniques 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 behavioral, cognitive, affective, social and ecological theory and practice.
4. Foundations of education: 3 semester hours. 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. Attention must be given to the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education. The historical, philosophical, and sociological foundations of the instructional design based on assessment data (the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and 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) must be addressed.
5. Reading.
  - a. Adult education, preK-12, and secondary grades 6-12 – reading in the content area: 3 semester hours. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative

comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

- b. Special education – Language acquisition and reading: 6 semester hours.
  - c. 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.
  - d. Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.
6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 300 clock hours (including pre- and post-clinical experiences) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. 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. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

### **8VAC20-22-200. Adult education.**

Endorsement requirements. The candidate must have:

- 1. A baccalaureate degree from a regionally accredited college or university or hold a Collegiate Professional License; and
- 2. A minimum of 15 semester hours in adult education that must include the following competencies and one semester of supervised successful full-time (or an equivalent number of hours of part-time experience) teaching of adults:

- a. Understanding of the nature or psychology of the adult learner or adult development;
- b. Understanding of the knowledge, skills, and processes needed for the selection, evaluation, and instructional applications of the methods and materials for adult basic skills including:
  - (1) Curriculum development in adult basic education or GED instruction;
  - (2) Beginning reading for adults;
  - (3) Beginning mathematics for adults;
  - (4) Reading comprehension for adult education;
  - (5) Foundations of adult education; and
  - (6) Other adult basic skills instruction.

Individuals not holding a Collegiate Professional License or a Postgraduate Professional License must meet the professional teacher's assessment requirements prescribed by the Board of Education.

**8VAC20-22-210. Adult English as a second language (add-on endorsement).**

Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in adult English as a second language; or
- 2. A baccalaureate degree and an endorsement in a teaching area and completed 21 semester hours of coursework distributed in the following areas:
  - a. Methods for teaching English as a second language to adults: 3 semester hours;
  - b. English linguistics: 3 semester hours;
  - c. Cross-cultural education: 3 semester hours;
  - d. Modern foreign language: 3 semester hours; and

- e. Electives from the following areas: 6 semester hours
  - (1) Cross-cultural communication;
  - (2) Second language acquisition;
  - (3) General linguistics;
  - (4) Teaching reading to adults;
  - (5) Adult English as a second language instruction;
  - (6) Adult English as a second language curriculum development.

**8VAC20-22-220. Career and technical education – agricultural education.**

- A. Endorsement requirements. The candidate must have:
  - 1. Graduated from an approved teacher preparation program in agricultural education; or
  - 2. Completed a major in agricultural education or 39 semester hours of coursework in agriculture, including at least three semester hours in each of the following:
    - a. Plant science;
    - b. Animal science;
    - c. Agricultural mechanics;
    - d. Agricultural economics and management;
    - e. Forestry/wildlife management; and
    - f. Horticulture.
- B. Technical Professional License. An endorsement in horticulture or agricultural machinery may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. Completed four years of occupational experience in the area sought; and
3. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

**8VAC20-22-230. Career and technical education – business and information technology.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in business and information technology; or
2. Completed 39 hours of coursework in business and information technology, including:
  - a. Accounting: 6 semester hours;
  - b. Economics: 3 semester hours;
  - c. Business law, business principles, management, marketing, or finance: 9 semester hours;
  - d. Communications: 3 semester hours;
  - e. Information systems and technology to include computer software applications (word processing, spreadsheet, database, and presentation) information technology fundamentals, database management, programming, and networking: 12 semester hours;
  - f. Input technologies to include touch keyboarding (required), speech recognition, handwriting recognition, Personal Digital Assistants (PDAs) and other hand-held devices, touch screen or mouse, scanning, and other emerging input technologies: 3 semester hours; and
  - g. Supervised business experience: 3 semester hours.

- B. Technical Professional License. An endorsement in a specialized business and information technology area, such as networking, administration, communications systems, programming, database management, Internet application development, medical office procedures, legal office procedures, network administration and other emerging highly specialized areas may be granted to individuals who have:
1. Been recommended by an employing Virginia educational agency;
  2. Completed two years of occupational experience in the endorsement area sought;
  3. Completed a business program equivalent to a two-year associate degree in the area sought; and
  4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

**8VAC20-22-240. Career and technical education – family and consumer sciences.**

- A. Endorsement requirements. The candidate must have:
1. Graduated from an approved teacher preparation program in family and consumer sciences; or
  2. Completed 39 semester hours of coursework distributed in the following areas:
    - a. Development of individual and family: 9 semester hours;
    - b. Management, family finance, and consumer economics: 6 semester hours;
    - c. Food and nutrition: 6 semester hours;
    - d. Housing, home furnishing, and equipment: 6 semester hours;
    - e. Clothing and textiles: 3 semester hours;
    - f. Health: 3 semester hours;

- g. Occupational program management: 3 semester hours; and
  - h. Documented work experience related to family and consumer sciences: 3 semester hours.
- B. Technical Professional License. An endorsement in a specialized family and consumer sciences area, such as child care occupations, consumer services, family and human services, fashion design occupations, food occupations, hospitality occupations, interior design occupations, and home furnishings occupations, and home and institutional services, may be granted to individuals who have:
- 1. Been recommended by an employing Virginia educational agency;
  - 2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or demonstrate competency in the specialized area of family and consumer sciences;
  - 3. In the area of occupational experience, evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement.
  - 4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

**8VAC20-22-250. Career and technical education – health and medical sciences.**

- A. Endorsement requirements. The candidate must have:
- 1. Graduated from an approved program of study for the preparation of health care professionals;
  - 2. A license or be certified as a professional practitioner in the area in which one is to be teaching; and
  - 3. Completed two years of occupational experience in an area related to the area to be taught.
- B. Technical Professional License. An endorsement in a specialized health occupations area may be granted to individuals who have:
- 1. Been recommended by an employing Virginia educational agency;

2. A license or be certified as a professional practitioner in the area in which one is to be teaching;
3. Completed two years of occupational experience in the area sought;
4. Completed a health occupations' certificate or associate degree program; and
5. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).

**8VAC20-22-260. Career and technical education – industrial cooperative training (add-on endorsement).**

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in industrial cooperative training (ICT); or
2. The candidate must have:
  - a. A Virginia Collegiate Professional or Postgraduate Professional License;
  - b. Completed two years or more of successful, full-time teaching experience;
  - c. Completed 15 semester hours in trade and industrial education coursework distributed in the following areas:
    - (1) Administration and coordination of ICT or equivalent cooperative education course;
    - (2) Methods and development of competency-based related instructional materials for ICT and implementation of a competency-based (CBE) curriculum;
    - (3) Vocational student organizations; and
    - (4) Development and utilization of directly related occupational materials; and

- (5) In the area of occupational experience, evidence of a minimum of two years or 4,000 hours of acceptable employment in a trade, technical, or industrial education subject area.

**8VAC20-22-270. Career and technical education – marketing education.**

- A. Endorsement requirements. The candidate must have:
  1. Graduated from an approved teacher preparation program in marketing education; or
  2. Completed the following educational and occupational requirements:
    - a. A major in marketing or 30 semester hours of coursework distributed in the following areas: marketing process and management, economics, merchandising and operations, advertising/sales promotion, personal selling, marketing math, communication theory and techniques, business ethics, human resources/training and development, international business/marketing, and marketing technology; and
    - b. Supervised marketing internship: 3 semester hours or one year of successful work experience in the field of marketing.
- B. Technical Professional License. An endorsement in a specialized marketing area, such as apparel and accessories, financial services, hotel/motel operations, international marketing, real estate, or restaurant, may be granted to individuals who have:
  1. Been recommended by an employing Virginia educational agency;
  2. A license or are certified as a professional practitioner in the area in which one is to be teaching;
  3. Completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade;
  4. Completed four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent; and
  5. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours)

**8VAC20-22-280. Career and technical education – technology education.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in technology education;
2. Completed a major in technology education or 39 semester hours in technology education distributed in the following areas:
  - a. Technology and culture (experiences shall include the historical development of technology and its present and future impact on the individual, society and the environment): 6 semester hours;
  - b. Technological foundations (experiences shall include technical design and illustration, energy and power, electronics, and materials science): 12 semester hours;
  - c. Technological processes (experiences shall include technical design, material processing, manufacturing, construction, and graphic communication): 12 semester hours; and
  - d. Technological systems (experiences shall include communication, production, and transportation systems): 9 semester hours; or
3. Earned a baccalaureate degree from a regionally accredited college or university with a major in one of the following fields of study: architecture, design, engineering, industrial technology, or physics; and completed 12 semester hours of technology education content coursework, including at least 3 semester hours in each of the following areas: technology and culture, technological foundations, technological processes, and technological systems.

**8VAC20-22-290. Career and technical education – trade and industrial education.**

A. Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in the trade and industrial education program subject area for which the candidate is seeking endorsement; or
2. A candidate who has graduated from an approved teacher preparation program that is not in the trade and industrial education program subject area for which the candidate is seeking endorsement must have:

- a. A current state licensure or industry certification based upon the prescribed standard or examination, if applicable; and
  - b. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. A candidate whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.
- B. Technical Professional License. An endorsement in a specialized trade and industrial education area will be granted to individuals who have:
1. Been recommended by an employing Virginia educational agency;
  2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or can demonstrate competency in the area of trade and industrial education one is to be teaching;
  3. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and
  4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom and behavior management: 3 semester hours).
- C. Add-on endorsement requirements. A candidate must:
1. Hold a Collegiate Professional or Postgraduate Professional License with a teaching endorsement;
  2. Demonstrate competency in the trade or technology to be taught;
  3. Hold licensure for the trade or industrial area for which endorsement is sought based upon the prescribed standard or examination;

4. Have completed two years or 4,000 clock hours of satisfactory, full-time employment experience at the journeyman level or an equivalent level in the occupation within the last five years. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and
5. Have completed 3 semester hours in curriculum and instructional procedures specific to vocational industrial education.

**8VAC20-22-300. Career and technical education – vocational special needs (add-on endorsement).**

Endorsement requirements:

- a. The candidate must have graduated from an approved teacher preparation program in vocational special needs; or
- b. The candidate must have:
  - a. A baccalaureate degree with an endorsement in one area of career and technical education or special education preK-12;
  - b. Twelve semester hours distributed in the following areas:
    - (1) Overview of vocational special needs programs and services: 3 semester hours;
    - (2) Instructional methods, curriculum and resources: 3 semester hours;
    - (3) Career/life planning, transitioning, occupational information, and delivery of cooperative education programs: 3 semester hours; and
    - (4) Purposes and practices and characteristics of special populations: 3 semester hours; and
  - c. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience in business or industry, or both, or complete a work experience internship under the supervision of an institution of higher education.

**8VAC20-22-310. Computer science.**

- A. Endorsement requirements. The candidate must have:
1. Graduated from an approved teacher preparation program in computer science; or
  2. Completed 36 semester hours of coursework to include each of the following areas:
    - a. Mathematics;
    - b. Statistics;
    - c. Data structures and algorithm analysis;
    - d. Introduction to computer systems;
    - e. Application of computer technology; and
    - f. Programming.
- B. Add-on endorsement requirements in computer science. The candidate must have:
1. A baccalaureate degree and an endorsement in a teaching area; and
  2. Completed 18 semester hours of coursework to include each of the following areas:
    - a. Data structures and algorithm analysis;
    - b. Programming;
    - c. Introduction to computer systems;
    - d. Application of computer technology; and
    - e. Computer science.

**8VAC20-22-320. Dance arts preK-12.**

- A. Endorsement requirements. The candidate must have:
1. Graduated from an approved teacher preparation program in dance arts; or
  2. Completed a major in dance arts or 24 semester hours with course distribution in the following areas:
    - a. Development of movement language: 9 semester hours.
      - (1) A course in each area – ballet, folk, jazz, and modern dance: 6 semester hours; and
      - (2) Area of concentration in one area – ballet, folk, jazz, or modern dance beyond the entry level: 3 semester hours;
    - b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours;
    - c. Scientific foundations, including human anatomy, kinesiology, and injury prevention and care for dance arts: 9 semester hours; and
    - d. Cultural understanding, including cultural context and dance history: 3 semester hours.
- B. Add-on endorsement requirements in dance arts. The candidate must have:
1. A baccalaureate degree and an endorsement in a teaching area; and
  2. Completed 15 semester hours of coursework in the following areas:
    - a. Development of movement language: 9 semester hours.
      - (1) A course in each area – ballet, folk, jazz, and modern: 6 semester hours; and
      - (2) Area of concentration in one area – ballet, folk, jazz, or modern beyond the entry level: 3 semester hours;
    - b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours; and

- c. Cultural understanding, including cultural context and dance history: 3 semester hours.

**8VAC20-22-330. Driver education (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in driver education; or
2. Completed 6 semester hours of coursework distributed in the following areas:
  - a. Driver Task Analysis: 3 semester hours; and
  - b. Principles and methodologies of classroom and in-car instruction, including a minimum of 14 hours of actual behind-the-wheel supervised teaching experience and 2 hours of basic evasive maneuvers: 3 semester hours.

**8VAC20-22-340. English.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English; or
2. Completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:
  - a. Literature: 12 semester hours. Courses must include:
    - (1) Survey of British literature;
    - (2) Survey of American literature;
    - (3) World literature; and
    - (4) Literary theory/criticism.
  - b. Language: 6 semester hours. Experiences shall include:
    - (1) The development and nature of the English language, including some attention to comparative English grammar; and

- (2) A grammar course integrating grammar and writing.
- c. Composition: 6 semester hours. Experiences shall include:
  - (1) The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose; and
  - (2) An advanced composition course – expository and informational writing.
- d. Oral language: 3 semester hours. Experiences shall include the teaching of oral language in groups, as well as attention to oral language as used in both formal and informal presentations.
- e. Electives from the areas listed above: 9 semester hours

**8VAC20-22-350. English as a second language preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English as a second language; or
2. Completed 24 semester hours of coursework distributed in the following areas:
  - a. Teaching of reading (the courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language; one course must address reading instruction to English language learners): 6 semester hours;
  - b. English linguistics (including phonology, morphology, syntax of English): 3 semester hours;
  - c. Cross-cultural education: 3 semester hours;
  - d. Modern foreign languages (if an applicant's primary language is other than English, all 6 hours must be in English): 6 semester hours;

- e. Electives in second language acquisition, general linguistics, applied linguistics, psycholinguistics, sociolinguistics, ESL assessment, or ESL curriculum development: 3 semester hours; and
- f. Methods of teaching English as a second language at the elementary and secondary levels: 3 semester hours.

**8VAC20-22-360. Foreign language preK-12.**

- A. The specific language of the endorsement will be noted on the license.
- B. Foreign language preK-12 – languages other than Latin. Endorsement requirements:
  - 1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language; or (ii) completed 30 semester hours above the intermediate level in the foreign language. (Endorsement in a second language may be obtained with 24 semester hours of coursework above the intermediate level.) The program shall include (i) courses in advanced grammar and composition, conversation, culture and civilization, and literature and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.
  - 2. Native speakers or candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university must complete the following requirements:
    - a. Achieved a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language. Native speakers of English are exempt from this test;
    - b. Achieved a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Board of Education; and
    - c. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States.
- C. Foreign language preK-12 – Latin. Endorsement requirements. The candidate must have:
  - 1. Graduated from an approved teacher preparation program in Latin; or
  - 2. Completed 24 semester hours of Latin above the intermediate level. Up to six hours of Roman history, Roman life, mythology, or archaeology may be

included in the total hours and 3 semester hours of methods of teaching Latin at the elementary and secondary levels are required.

- D. Foreign language preK-12 – American Sign Language. Endorsement requirements:
1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language – American Sign Language or (ii) completed a major in American Sign Language or 24 semester hours above the intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.
  2. Native users or candidates who have learned American Sign Language without formal academic credit in a regionally accredited college or university must complete the following requirements:
    - a. Competency in American Sign Language demonstrated by written documentation of one of the following:
      - (1) Hold a current, valid qualified or professional certification by the American Sign Language Teachers Association; or
      - (2) Hold a current, valid Virginia Quality Assurance Screening Level III Interpreting certification or higher issued by the Virginia Department for the Deaf and Hard-of-Hearing; or
      - (3) Hold a current, valid Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC); or
      - (4) Hold a current, valid National Association for the Deaf Level IV certification or higher; or
      - (5) Complete requirements of an assessment demonstrating proficiency in American Sign Language prescribed by the Board of Education.
    - b. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States.

**8VAC20-22-370. Gifted education (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in gifted education; or
2. Completed the following:
  - a. Graduated with a baccalaureate degree with an endorsement in a teaching area;
  - b. Completed 12 hours of graduate-level coursework in gifted education; and
  - c. Completed a practicum of at least 45 instructional hours. This practicum shall include a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped (single ability) classroom. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum. A mentor holding a valid license with an endorsement in gifted education must be assigned to the teacher.

**8VAC20-22-380. Health and physical education preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in health, and physical education; or
2. Completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:
  - a. Personal health and safety: 6 semester hours;
  - b. Human anatomy, physiology, and kinesiology: 12 semester hours;
  - c. General health and physical education theory, including planning, administration, and assessment principles: 6 semester hours;
  - d. Physical education methodology courses, including team, individual, adaptive, cooperative activities, rhythms and dance: 9 semester hours;
  - e. Health methods course: 3 semester hours; and

- f. Health and physical education electives: 9 semester hours.

**8VAC20-22-390. History and social sciences.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in history and social sciences; or
2. Completed 51 semester hours of coursework distributed in the following areas:
  - a. History: a major in history or 18 semester hours in history (must include coursework in American history, Virginia history, and world history);
  - b. Political science: a major in political science or 18 semester hours in political science to include coursework in American government (state and local government);
  - c. Geography: 9 semester hours; and
  - d. Economics: 6 semester hours.

B. Add-on endorsement requirements in history, political science, geography, and economics. The candidate must have:

1. An endorsement in history, political science, geography, or economics; and
2. Completed 21 semester hours of coursework in the additional social science area (history, political science, geography, or economics) sought.

**8VAC20-22-400. Journalism (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and
2. A minimum of 15 semester hours in journalism.

**8VAC20-22-410. Keyboarding (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. An endorsement in a teaching area; and
2. Completion of 6 semester hours in keyboarding. Three of the hours must be from formal keyboarding instruction (or documented demonstrated mastery of the touch keyboarding skill), and three hours must include document formatting skills/word processing/computer applications.

**8VAC20-22-420. Library media preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved preparation program in library media; or
2. Completed 24 semester hours distributed in each of the following areas:
  - a. Selection and utilization of library-media materials and equipment, including the various technologies of up-to-date libraries (computers, instructional software, and the Internet in the teaching/learning process);
  - b. Production of media and instructional materials;
  - c. Organization, administration, and evaluation of a library-media center, including ethical issues;
  - d. Theory and management of reference and bibliography;
  - e. Selection of print-media materials for children and adolescents;
  - f. Organization and technical processing of materials; and
  - g. The role of the library-media specialist as a resource person for students and professional staff in curriculum design and the integration of library-media services in instruction; and
3. Participated in a clinical experience to give the applicant an opportunity to apply the skills, understandings, and competencies required for the endorsement. One year of successful, full-time experience as a school librarian in a public or accredited nonpublic school may be accepted to meet this requirement.

**8VAC20-22-430. Mathematics.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in mathematics; or
2. Completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas:
  - a. Algebra – Experience shall include linear (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory). A college or university may integrate the competencies within specified coursework and document the completion of these competencies;
  - b. Geometry – Experience shall include Euclidean and non-Euclidean geometries;
  - c. Analytic geometry;
  - d. Probability and statistics;
  - e. Discrete mathematics – Experience shall include the study of mathematical properties of finite sets and systems and linear programming;
  - f. Computer science – Experience shall include computer programming; and
  - g. Calculus – Experience shall include multivariable calculus.

**8VAC20-22-440. Mathematics – Algebra I (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in Algebra I; or
2. Completed the following requirements. The candidate must have:
  - a. A baccalaureate degree from a regionally accredited college or university and an endorsement in a teaching area; and

- b. Completed 24 semester hours that include coursework in each of the following areas:
- (1) Elementary functions and introductory college algebra;
  - (2) Trigonometry;
  - (3) Linear algebra;
  - (4) Calculus;
  - (5) Euclidean geometry;
  - (6) Probability and statistics;
  - (7) Discrete mathematics; and
  - (8) Computer science.

**8VAC20-22-450. Music education – instrumental preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education – instrumental; or
2. Completed 42 semester hours of coursework in the following areas:
  - a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.
  - b. Musical performance (experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), and in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles): 18 semester hours.
  - c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

**8VAC20-22-460. Music education – vocal/choral preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education – vocal/choral; or
2. Completed 42 semester hours of coursework distributed in the following areas:
  - a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.
  - b. Musical performance (experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard; and in teaching, rehearsing, and conducting ensembles): 18 semester hours.
  - c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

**8VAC20-22-470. Science – biology.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in biology;
2. Completed a major in biology or 32 semester hours in biology, including genetics/molecular biology, botany, zoology, anatomy/physiology, ecology and other preparation consistent with the competencies for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in biology, including preparation in each of the following areas: genetics/molecular biology, botany, zoology, anatomy/physiology, and ecology.

**8VAC20-22-480. Science – chemistry.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in chemistry;

2. Completed a major in chemistry or 32 semester hours in chemistry, including inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in chemistry, including preparation in each of the following areas: inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry.

**8VAC20-22-490. Science – Earth science.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in Earth science;
2. Completed a major in geology or environmental science with at least one course in each of the following: oceanography, meteorology, and astronomy, and a course in geology for environmental science majors, or 32 semester hours in Earth sciences, including geology (18 semester hours), oceanography, meteorology, and astronomy and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in Earth sciences, including preparation in each of the following areas: geology, oceanography, meteorology, and astronomy.

**8VAC20-22-500. Science – physics.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in physics;
2. Completed a major in physics or 32 semester hours in physics, including mechanics, electricity and magnetism, and optics and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in physics, including preparation in each of the following areas: mechanics, electricity and magnetism, and optics.

**8VAC20-22-510. Special education early childhood (birth-age 5).**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in early childhood special education; or
2. Completed a major in early childhood special education or 27 semester hours in early childhood special education, including at least one course in each of the following: foundations and legal aspects of special education, assessment techniques for young children with disabling and at-risk conditions, instructional programming, speech/language development and intervention, medical aspects, behavior management, consultation, child growth and development, and family-centered intervention.

**8VAC20-22-520. Special education hearing impairments preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education hearing impairments; or
2. Completed a major in special education hearing impairments or 27 semester hours in education of the hearing impaired, including at least one course in foundations/legal aspects of special education, characteristics of individuals with hearing impairments, psycho-educational assessment, instructional programming, speech-language development, behavior management, audiology, speech and hearing science, and communication modalities.

**8VAC20-22-530. Special education – adapted curriculum K-12.**

Endorsement requirements: The candidate must:

1. Have graduated from an approved program in special education – adapted curriculum; or
2. Have completed a major in special education – adapted curriculum or 27 semester hours in the education of students with disabilities distributed in the following areas:
  - a. Core coursework: 12 semester hours distributed among the following areas:
    - (1) Foundations – characteristics that include knowledge of the foundation for educating students with disabilities;
    - (2) Foundations – legal aspects that include an understanding and application of the legal aspects, regulatory requirements, and

expectations associated with identification, education, and evaluation of students with disabilities;

- (3) Assessment and management of instruction and behavior that include an understanding and application of the foundation of assessment and evaluation related to best special education practice; of service delivery, curriculum, and instruction of students with disabilities; and of classroom management techniques and individual interventions; and
  - (4) Collaboration that includes skills in consultation, case management, and collaboration.
- b. Adapted curriculum coursework: 15 semester hours distributed in the following areas:
- (1) Characteristics: 6 semester hours. Skills in this area include the ability to demonstrate knowledge of the characteristics, learning and support needs of students with disabilities (K-12), whose cognitive impairments or adaptive skills require adaptations to the general curriculum, including, but not limited to, students with moderate to severe mental retardation or developmental delay; autism; multiple disabilities; traumatic brain injury; and sensory impairments as an additional disability to those referenced above.
  - (2) Individualized education program implementation: 6 semester hours. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction, program, modifications, accommodations, placement, and teaching methodology; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels; and
  - (3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

**8VAC20-22-540. Special education – general curriculum K-12.**

Endorsement requirements: The candidate must:

1. Have graduated from an approved program in special education – general curriculum; or
2. Have completed a major in special education – general curriculum or 27 semester hours in the education of students with disabilities distributed in the following areas:
  - a. Core coursework: 12 semester hours distributed among the following areas:
    - (1) Foundations – characteristics that include knowledge of the foundation for educating students with disabilities;
    - (2) Foundations – legal aspects that include an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;
    - (3) Assessment and management of instruction and behavior that includes an understanding and application of the foundation of assessment and evaluation related to best special education practice; of service delivery, curriculum, and instruction of students with disabilities; and of classroom management techniques and individual interventions; and
    - (4) Collaboration that includes skills in consultation, case management, and collaboration.
  - b. General curriculum coursework: 15 semester hours distributed in the following areas:
    - (1) Characteristics: 6 semester hours. Skills in this area shall include the ability to demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with learning disabilities, emotional disturbance, mental retardation; developmental delay; autism; other health impaired; traumatic brain injury; and multiple disabilities;
    - (2) Individualized Education Program Implementation: 6 semester hours. Skills in this area include the ability to apply knowledge of assessment

and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction, program, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.

- (3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

**8VAC20-22-550. Special education visual impairments preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education visual impairments preK-12; or
2. Completed a major in special education visual impairments or 27 semester hours in education of students with visual impairments, including at least one course in foundations/legal aspects of special education; characteristics of persons with visual impairments; psycho-educational assessment and assessment for visual impairment; language/literacy skill development; Braille reading and writing; behavior management; transition; consultation; anatomy, physiology, and diseases of the eye; and instructional programming and methods.

**8VAC20-22-560. Speech communication (add-on endorsement).**

Endorsement requirements. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and
2. A minimum of 15 semester hours in speech communication.

**8VAC20-22-570. Theatre arts preK-12.**

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in theatre arts;  
or
2. Completed a major in theatre or 33 semester hours distributed among the following areas:
  - a. Directing: 6 semester hours;
  - b. Technical theatre: 9 semester hours;
  - c. Cultural context and theatre history: 3 semester hours;
  - d. Performance: 6 semester hours; and
  - e. Dramatic literature: 9 semester hours.

B. Add-on endorsement requirements in theatre arts preK-12. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and
2. Completed 15 semester hours distributed in the following areas:
  - a. Directing: 3 semester hours;
  - b. Technical theatre: 3 semester hours;
  - c. Cultural context and theatre history: 3 semester hours; and
  - d. Performance: 6 semester hours.

**8VAC20-22-580. Visual arts preK-12.**

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in visual arts; or

2. Completed a major in visual arts or 36 semester hours in art with course distribution in the following areas:
  - a. Two-dimensional media: 12 semester hours;
  - b. Three-dimensional media: 12 semester hours;
  - c. Cultural context and art history, judgment and criticism, and aesthetics: 9 semester hours; and
  - d. Related areas of the fine arts: 3 semester hours.

**Part VI**  
**Licensure Regulations Governing Support Personnel**

**8VAC20-22-590. Administration and supervision preK-12.**

- A. An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals must meet the requirements for the administration and supervision preK-12 endorsement through one of the four options listed in this section and be recommended by a Virginia school division superintendent. A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.
- B. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement under this option, the candidate must have:
1. A master's degree from a regionally accredited college or university;
  2. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia ;
  3. Completed an approved program in administration and supervision from a regionally accredited college or university;
  4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited nonpublic school; and
  5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial

administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

- C. Alternate route to Level I administration and supervision preK-12 endorsement restricted to the Virginia school division in which the superintendent submitted the recommendation for endorsement. This endorsement is valid only in the designated Virginia school division and would not be portable or reciprocal. In order to be eligible for Level I endorsement under this option, the candidate must have:
1. A master's degree from a regionally accredited college or university;
  2. Completed graduate coursework in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program;
  3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;
  4. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and
  5. Been recommended by the superintendent in the employing Virginia school division.
- D. Alternate route to Level I administration and supervision preK-12 endorsement. In order to be eligible for Level I endorsement under this option, the candidate must have:
1. A master's degree from a regionally accredited college or university;
  2. Completed graduate coursework in school law, evaluation of instruction, special education, school finance, and educational leadership, and other areas of study as required by an employing Virginia school superintendent; the graduate coursework must be taken from a regionally accredited college or university that has a state-approved administration and supervision program.
  3. Completed three years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia;

4. Satisfied the requirements for the school leaders licensure assessment specified by the Board of Education; and
  5. Been recommended by the superintendent in the employing Virginia school division.
- E. Out-of-state administration and supervision endorsement. The candidate must have:
1. A master's degree from a regionally accredited college or university; and
  2. A current, valid out-of-state license (full credential) with an endorsement in administration and supervision.
- F. Level II endorsement in administration and supervision preK-12. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of the following criteria as specified by the Board of Education and documented in a Department of Education approved format and be recommended by the employing Virginia school division superintendent :
1. Evidence of improved student achievement;
  2. Evidence of effective instructional leadership;
  3. Evidence of positive effect on school climate or culture;
  4. Earned doctorate in educational leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
  5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

### **8VAC20-22-600. Division Superintendent License.**

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option one. The individual must:

- a. Hold an earned doctorate degree in educational administration or educational leadership from a regionally accredited college or university; and
  - b. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.
2. Option two. The individual must:
- a. Hold an earned master's degree from a regionally accredited college or university plus 30 completed hours beyond the master's degree;
  - b. Have completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:
    - (1) Knowledge and understanding of student growth and development, including:
      - (a) Applied learning and motivational theories;
      - (b) Curriculum design, implementation, evaluation and refinement;
      - (c) Principles of effective instruction, measurement, evaluation and assessment strategies;
      - (d) Diversity and its meaning for educational programs; and
      - (e) The role of technology in promoting student learning.
    - (2) Knowledge and understanding of systems and organizations, including:
      - (a) Systems theory and the change process of systems, organizations and individuals;
      - (b) The principles of developing and implementing strategic plans;
      - (c) Information sources and processing, including data collection and data analysis strategies;

- (d) Learning goals in a pluralistic society; and
  - (e) Effective communication, including consensus building and negotiation skills.
- (3) Knowledge and understanding of theories, models, and principles of organizational development, including:
- (a) Operational procedures at the school and division/district level;
  - (b) Principles and issues of school safety and security;
  - (c) Human resources management and development, including adult learning and professional development models;
  - (d) Principles and issues related to fiscal operations of school management;
  - (e) Principles and issues related to school facilities and use of space;
  - (f) Legal issues impacting school operations and management; and
  - (g) Technologies that support management functions.
- (4) Knowledge and understanding of the values and ethics of leadership, including:
- (a) The role of leadership in modern society;
  - (b) Emerging issues and trends that impact the school community;
  - (c) Community resources and partnerships of school, family, business, government and higher education institutions;
  - (d) Community relations and marketing strategies and processes; and
  - (e) Conditions and dynamics of the diverse school community.
- (5) Knowledge and understanding of the purpose of education and its role in a modern society, including:
- (a) The philosophy and history of education; and

- (b) Various ethical frameworks and professional ethics.
- (6) Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:
- (a) The role of public education in developing and renewing a democratic society and an economically productive nation;
  - (b) The law as related to education and schooling;
  - (c) The political, social, cultural and economic systems and processes that impact schools;
  - (d) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;
  - (e) Global issues and forces affecting teaching and learning; and
  - (f) The importance of diversity and equity in a democratic society.
- c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.
3. Option three. The individual must:
- a. Hold an earned master's degree from a regionally accredited college or university;
  - b. Hold a current, valid out-of-state license with an endorsement as a division/district superintendent; and
  - c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision.
4. Option four. The individual must:
- a. Hold a master's degree, or its equivalent, from a regionally accredited college or university;

- b. Have held a senior leadership position such as Chief Executive Officer or senior military officer; and
- c. Be recommended by a school board interested in employing the individual as superintendent.

**8VAC20-22-610. Mathematics specialist for elementary and middle education.**

Endorsement requirements. The candidate must have:

1. Completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility; and
2. Graduated from an approved mathematics specialist preparation program (master's level); or completed a master's level program in mathematics, mathematics education, or related education field with 30 semester hours of graduate coursework in the competencies listed below, including at least 21 hours of coursework in undergraduate or graduate-level mathematics.
  - a. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;
  - b. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra;
  - c. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;
  - d. Understanding of the connections among mathematical concepts and procedures and their practical applications;
  - e. Understanding of and the ability to use the five processes – becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations – at different levels of complexity;
  - f. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;
  - g. Understanding of major current curriculum studies and trends in mathematics;

- h. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;
- i. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;
- j. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
- k. Understanding of and the ability to use strategies to teach mathematics to diverse learners;
- l. Understanding of leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches; and
- m. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

#### **8VAC20-22-620. Reading specialist.**

Endorsement requirements. The candidate must have completed an approved graduate-level reading specialist approved preparation program (master's degree required) that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the diagnosis and remediation of reading difficulties. The individual also must have at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

#### **8VAC20-22-630. School counselor preK-12.**

Endorsement requirements:

1. Option I. The candidate must have:
  - a. An earned master's degree from an approved counselor education program that shall include at least 100 clock hours of clinical experiences in the preK-6 setting and 100 clock hours of clinical experiences in the grades 7-12 setting; and

- b. Two years of successful, full-time teaching experience or two years of successful experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under a Provisional License may be accepted to meet this requirement.
- 2. Option II. The candidate must have:
  - a. An earned master's degree from a regionally accredited college or university and certification from an approved counselor education program; and
  - b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under a nonrenewable Provisional License may be accepted to meet this requirement.

**8VAC20-22-640. School manager license.**

- A. The school manager license is intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is licensed to administer non-instructional responsibilities in an educational setting. For example, a school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian.
- B. To earn a school manager license, the candidate must:
  - 1. Hold a baccalaureate degree from a regionally accredited college or university;
  - 2. Have three years successful managerial experience; and
  - 3. Be recommended for the license by a Virginia school division superintendent.

**8VAC20-22-650. School psychology.**

Endorsement requirements:

- 1. Option I. The candidate must complete:
  - a. An approved program in school psychology; and

- b. Sixty graduate hours that culminate in at least a master's degree; and
  - c. An internship that is documented by the degree granting institution. No more than 12 hours of internship can be counted toward the 60 graduate semester hours required for licensure. The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive years. The internship shall occur under conditions of appropriate supervision, i.e., school-based supervisor shall hold a valid credential as a school psychologist and non-school based supervisor shall be an appropriately credentialed psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited schooling setting.
2. Option II. The candidate must hold a certificate issued by the National School Psychology Certification Board.

**8VAC20-22-660. School social worker.**

Endorsement requirements:

1. Option I. The candidate must have:
  - a. An earned master's of social work from a regionally accredited college or university school of social work with a minimum of 60 graduate semester hours;
  - b. A minimum of six graduate semester hours in education; and
  - c. Completed a supervised practicum or field experience of a minimum of 400 clock hours in a public or accredited nonpublic school discharging the duties of a school social worker.
2. Option II. The candidate must have:
  - a. An earned master's of social work from a regionally accredited college or university school of social work with a minimum of 60 graduate semester hours;
  - b. A minimum of six graduate semester hours in education; and
  - c. One year of successful full-time supervised experience as a school social worker in a public or accredited nonpublic school.

**8VAC20-22-670. Special education: speech-language pathologist preK-12.**

Endorsement requirements. The candidate must have:

1. An earned master's degree in speech-language pathology from an accredited institution; or
2. A current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology.

**8VAC20-22-680. Vocational evaluator.**

Endorsement requirements:

1. Option I. The candidate must be certified as a Vocational Evaluation Specialist (CVE), meeting all standards and criteria of the Commission on Certification of Work Adjustment and Vocational Evaluation Specialist (CCWAVES).
2. Option II. The candidate must have a master's degree in vocational evaluation, career and technical education, special education, or rehabilitation counseling and completed 15 graduate semester hours distributed in the following areas:
  - a. Tests and measurements: 3 semester hours;
  - b. Medical and educational aspects of disability: 3 semester hours;
  - c. Occupational information and job analysis: 3 semester hours;
  - d. Purposes/practices of vocational evaluation: 3 semester hours; and
  - e. Career/life planning/transition services: 3 semester hours.

**Part VII**  
**Revocation, Cancellation, Suspension, Denial, and Reinstatement of Teaching Licenses**

**8VAC20-22-690. Revocation.**

- A. A license issued by the Board of Education may be revoked for the following reasons:
1. Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
  2. Falsification of school records, documents, statistics, or reports;
  3. Conviction of any felony;
  4. Conviction of any misdemeanor involving moral turpitude;
  5. Conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students;
  6. Misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted;
  7. Acts related to secure mandatory tests as specified in §22.1-292.1 of the Code of Virginia;
  8. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by §22.1-279.3:1 of the Code of Virginia. Any person whose administrative or teaching license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; or
  9. Other just cause in the best interest of the public schools of the Commonwealth of Virginia.
- B. Procedures.
1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal or other responsible school

employee to file a complaint in any case in which he has knowledge that a holder of a license is guilty of any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the charge. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint or unless circumstances are present making subsection A of this section applicable.
- C. Petition for revocation. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the teacher shall be notified of the complaint by a written petition for revocation of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.
- D. Form of petition. The petition for the revocation of a license shall set forth:
1. The name and last known address of the person against whom the petition is being filed;
  2. The type of license and the license number held by the person against whom the petition is being filed;
  3. The offenses alleged and the specific actions that comprise the alleged offenses;
  4. The name and address of the party filing the original complaint against the license holder;
  5. A statement of rights of the person charged under this chapter. The statement of rights shall include notification to the person of the right to cancel the license if he chooses not to contest the charges. The statement must notify the individual that he shall receive a notice of cancellation that will include the statement: "The license holder voluntarily returned the license in response to a petition for revocation." The individual also shall be notified that the cancellation of the license will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States; and

6. Any other pertinent information.
- E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is employed.
- F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days after the date of service of the petition as certified by the United States Postal Service.
1. If the teacher does not wish to contest the charges, he may cancel the license by returning the license to the division superintendent with a written, signed statement requesting cancellation. The division superintendent shall forward the request for cancellation along with the petition for revocation to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send a notice of cancellation by certified mail within 14 days of receipt of the request for cancellation.
  2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in subdivisions 3 and 4 of this subsection.
  3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.
  4. Following the hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or recommend license revocation or suspension. A decision to dismiss the charges shall be final, except as specified in subsection G of this section, and the investigative file on the charges shall be closed and maintained as a separate file. Any record or material relating to the charges in any other file shall be placed in the investigative file. Should the local school board recommend the revocation or suspension of a license, the division superintendent shall forward the recommendation and the investigative file to the Superintendent of Public Instruction within 14 days.
- G. Revocation on motion of the Board of Education. The Board of Education reserves the right, in situations not covered by this chapter, to act directly to revoke a license when the division superintendent or the local school board has not filed a petition for revocation and the Board of Education has reasonable

cause to believe that subsection A of this section is applicable. The Superintendent of Public Instruction shall send a petition for revocation to the license holder as provided by subsection D of this section. The license holder shall have the opportunity to respond to the petition or request cancellation of the license within 14 days of receipt.

1. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the petition shall be forwarded to the Board of Education for action. No revocation will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8VAC20-22-740 B.
2. If the license holder timely files his written answer denying the charges in the petition, the Superintendent of Public Instruction shall schedule a hearing with the investigative panel provided in 8VAC20-21-740. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing. The investigative panel shall take action on the petition as specified in 8VAC20-21-740. No revocation will be ordered without the involved license holder being given the opportunity to appear at a hearing specified in 8VAC20-21-740 C.

H. Reinstatement of license. A license that has been revoked may be reinstated by the Board of Education after five years if the board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the state agency.

#### **8VAC20-22-700. Cancellation.**

- A. A license may be canceled by the voluntary return of the license by the license holder. Reasons for cancellation are the same as those listed under 8VAC20-22-690 A.
- B. Procedures. The individual may voluntarily return the license to the division superintendent or the Superintendent of Public Instruction following revocation on motion by the Board of Education with a written, signed statement requesting cancellation. The individual shall acknowledge in the request that he understands that the notice of cancellation will include the statement: "The license holder voluntarily returned his teaching license and requested cancellation. Reasons for cancellation are the same as those for revocation." However, if the request for cancellation is in response to a petition for revocation, the individual shall acknowledge that he understands that the notice of cancellation will include the statement: "The license holder voluntarily returned the license in response to a petition for revocation." The individual also shall acknowledge that he

understands that the cancellation of the license will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States. When applicable, the division superintendent shall forward the request for cancellation along with the petition for revocation to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send the person a notice of cancellation by certified mail within 14 days of receipt of the request for cancellation.

- C. Reinstatement of license. A license that has been canceled may be reissued using the normal procedure for application if the board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the Department of Education.

#### **8VAC20-22-710. Suspension.**

- A. A license may be suspended for the following reasons:
1. Physical, mental, or emotional incapacity as shown by a competent medical authority;
  2. Incompetence or neglect of duty;
  3. Failure or refusal to comply with school laws and regulations, including willful violation of contractual obligations;
  4. Acts related to secure mandatory tests as specified in §22.1-292.1 of the Code of Virginia;
  5. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by §22.1-279.3:1 of the Code of Virginia. Any person whose administrative or teaching license is suspended or revoked by the board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; or
  6. Other good and just cause of a similar nature in the best interest of the public schools of the Commonwealth of Virginia.
- B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal, or other responsible school employee to file a complaint in any case in which he has knowledge that the license holder has committed any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.
  2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the charge. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board on its own motion votes to proceed to a hearing on the complaint or unless circumstances are present making subsection C of this section applicable.
- C. Petition for suspension. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the teacher shall be notified of the complaint by a written petition for suspension of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.
- D. Form of petition. The petition for the suspension of a license shall set forth:
1. The name and last known address of the person against whom the petition is being filed;
  2. The type of license and the license number held by the person against whom the petition is being filed;
  3. The offenses alleged and the specific actions that comprise the alleged offenses;
  4. The name and address of the party filing the original complaint against the license holder;
  5. A statement of the rights of the person charged under this chapter. The statement of rights shall notify the person of the right to cancel the license if he chooses not to contest the charges. The statement also shall notify the individual that the license may be suspended for up to five years and that he shall receive a notice of cancellation that will include the statement: "The license holder voluntarily returned the license in response to a petition for suspension." The individual also shall be notified that the cancellation and

period of suspension will be reported to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States ; and

6. Any other pertinent information.
- E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is employed.
  - F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days after the date of service of the petition as certified by the United States Postal Service.
    1. If the teacher does not wish to contest the charges, he may cancel the license by returning the license to the division superintendent with a written and signed statement requesting cancellation. The division superintendent shall forward the request for cancellation along with the petition for suspension to the Superintendent of Public Instruction within 14 days of receipt. The Superintendent of Public Instruction shall cancel the license and send the person a notice of cancellation along with the time period for the suspension by registered mail within 14 days of receipt of the request for cancellation.
    2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition, or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in subdivisions 3 and 4 of this subsection.
    3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days notice of the hearing.
    4. Following its hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or make such recommendations relative to suspension of a license as it deems appropriate. A decision to dismiss the charges shall be final, except as specified in subsection G of this section, and the file on the charges shall be closed and all materials expunged. Should the local school board recommend the suspension of a license, this recommendation, along with supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

- G. Suspension on motion of Board of Education. The Board of Education reserves the right, in situations not covered by this chapter, to act directly in suspending a license. No such suspension will be ordered without the involved license holder being given the opportunity for the hearing as specified in 8VAC20-22-740 C.
- H. Reinstatement of license. A license may be suspended for a period of time not to exceed five years. The license may be reinstated by the Department of Education, upon request, with verification that all requirements for license renewal have been satisfied. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the Department of Education.

**8VAC20-22-720. Denial.**

- A. A license may be denied for the following reasons:
  - 1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
  - 2. Falsification of records or documents;
  - 3. Conviction of any felony;
  - 4. Conviction of any misdemeanor involving moral turpitude;
  - 5. Conduct with a direct and detrimental effect on the health, welfare, discipline, or morale of students;
  - 6. Revocation, suspension, or invalidation of the license by another state or territory; or
  - 7. Other good and just cause of a similar nature.
- B. Expired license. The holder of a license that has expired may be denied renewal or reinstatement by the Superintendent of Public Instruction for any of the reasons specified in 8VAC20-22-690 A. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in 8VAC20-22-740 C.

**8VAC20-22-730. Right to counsel and transcript.**

A license holder shall have the right, at his own expense, to be represented by an attorney or other representative at the local school board hearing provided for in 8VAC20-22-690 F, the investigative panel hearing provided for in 8VAC20-22-740 A, or in the proceedings before the Board of Education, as specified in 8VAC20-22-740 A .

The hearing before the local school board and the investigative panel hearing provided in 8VAC20-22-740A shall be recorded, and upon written request, the license holder shall be provided a transcript of the hearing at his own expense. Any such hearing before a local school board and any hearing before the Board of Education shall be recorded; and, upon written request, the party charged shall be provided a hearing transcript without charge.

**8VAC20-22-740. Action by the State Superintendent of Public Instruction and the Board of Education.**

- A. Superintendent's Investigative Panel: Superintendent's Recommendation. Upon receipt of the complaint from the local school division, the Superintendent of Public Instruction will ensure that an investigative panel at the state level reviews the petition. The panel shall consist of three to five members selected by the Assistant Superintendent of Teacher Education and Licensure of the Virginia Department of Education. The license holder shall be notified within 14 days of the receipt of the complaint to the Department of Education as to the date, time, and location of the hearing. The Department of Education shall ensure that the license holder receives all documentation that will be used during the investigative panel hearing prior to the hearing. A representative of the local school division and the license holder, are entitled to be present with counsel and witnesses if so desired. The investigative panel hearing shall be recorded. The recommendation of the investigative panel is made to the State Superintendent of Public Instruction who will forward his recommendation and the license holder's file to the State Board of Education or its duly designated committee at one of its scheduled meetings. The license holder shall be given at least 14 days' notice of the State Board of Education meeting when his case will be considered. Following the investigative panel hearing, the Department of Education shall forward the recommendation of the investigative panel and the license holder's file to the license holder as soon as practicable, but no later than 14 days prior to the scheduled State Board of Education meeting when his case will be considered.
- B. The State Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have misdemeanor convictions related to drugs based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education as required in this subsection.
- C. State Board of Education hearing. The Board of Education, or its duly designated committee, shall consider the recommendation of the Superintendent of Public Instruction and such relevant and material evidence as the license holder may desire to present at the hearing. At its discretion, the Board of Education may ask the license holder questions. At the conclusion of the hearing, the Board of Education will announce its decision.
- D. The decision of the State Board of Education shall be recorded in the minutes of the meeting, and the license holder and principal complainants will receive written notice of the decision.

**8VAC20-22-750. Right of license holder to appear at hearing.**

A license holder shall have the right to appear in person at the hearings held by the local school board, Board of Education, or board committee described in this part unless he is confined to jail or a penal institution. The local school board or Board of Education, at its discretion, may continue such hearings for a reasonable time if the license holder is prevented from appearing in person for reasons such as documented medical or mental impairment.

**8VAC20-22-760. Notification.**

Notification of the revocation, cancellation, denial, or reinstatement of a license shall be made by the Superintendent of Public Instruction, or his designee, to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States.