

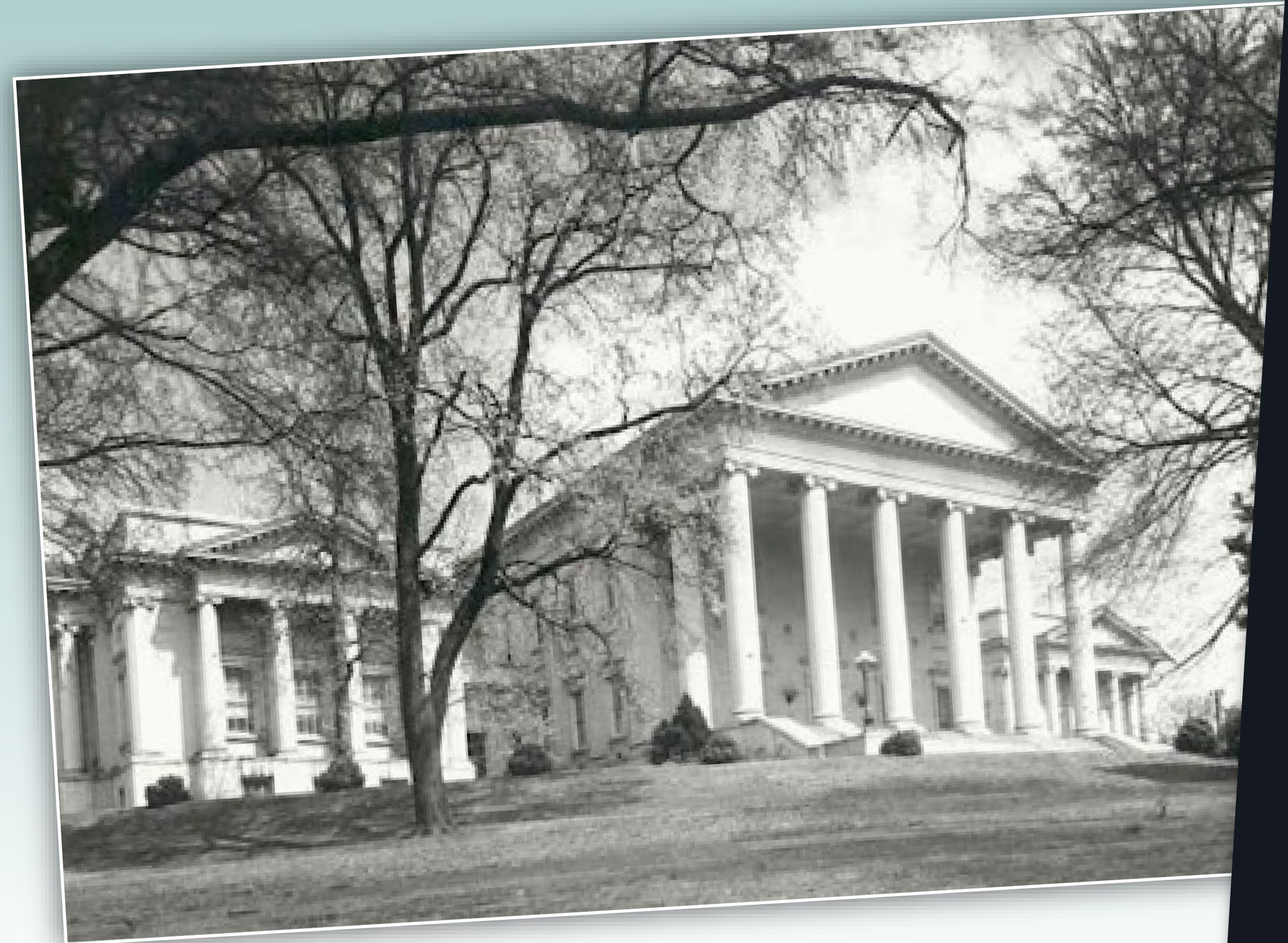


VIRGINIA
IS FOR
LEARNERS

RECAPPING THE 2022 GENERAL ASSEMBLY SESSION

Presented to the
Advisory Board for Teacher Education
and Licensure

March 21, 2022



SESSION STATS

- Total # of bills and resolutions introduced: 3,143
- Total # of bills and resolutions passed as of adjournment: 1,767 (47 pending)
- # of bills monitored by VDOE: 250
- # of preK12 education bills that passed as of adjournment: 68 (3 pending)
- Themes and hot topics: charter schools, college laboratory schools, and other innovative school options; parent choice and engagement; science-based literacy instruction; school construction; and school safety.



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VIRGINIA DEPARTMENT OF EDUCATION

TEACHER LICENSURE

- House Bill 230 (Coyner) and Senate Bill 154 (Locke) requires the Department to determine and communicate a military spouse's eligibility for licensure by reciprocity within 15 business days of receipt of the complete application packet.
- House Bill 236 (Orrock) permits the Board to grant a two -year extension of the license for those whose license expires on June 30, 2022. This bill has an emergency clause.
- House Bill 979 (Tran) and Senate Bill 68 (Favola) requires the Board to issue a provisional license to any individual who holds a valid and officially -issued and -recognized license or certification to teach issued by an entity outside of the United States but does not meet the requirements for a renewable license.

EDUCATOR PREPARATION

- House Bill 346 (Davis) and Senate Bill 598 (Pillion) allow all institutions of higher education (IHE) to establish College Partnership Laboratory Schools.
 - The original enabling legislation only authorized IHEs with educator preparation programs to apply to create lab schools.
 - NOTE: These bills are still in conference and will be carried over to special session.
- House Bill 128 (Davis) establishes the Virginia Diverse Educator Scholarship Fund and Program for the purpose of annually providing to each Historically Black College or University (Norfolk State University and Virginia State University) a scholarship for two students each that would assist in covering tuition, fees, room and board, textbooks, professional development, as well as costs associated with a mentorship program for its students.
 - Contingent on funding in the Appropriation Act.
 - NOTE: This bill is still in conference and will be carried over to special session.

EDUCATOR PREPARATION (CONT'D)

- House Bill 419 (Delaney) requires each education preparation program shall:
 - Include a program of coursework and require all such students to demonstrate mastery in science-based reading research and evidence-based literacy instruction.
 - Ensure that reading coursework and field practice opportunities are a significant focus for students seeking an endorsement in early childhood, elementary education, or special education or with an endorsement as a reading specialist.
 - Include a program of coursework and other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder for reading specialist candidates..
- VDOE shall audit EPPs for compliance at least once every seven years.
- The bill has an effective date beginning in the 2024 -2025 school year.
- Aligns with the Virginia Literacy Act.

THE VIRGINIA LITERACY ACT

- House Bill 319 (Coyner) and Senate Bill 616 (Lucas), both known as the Virginia Literacy Act, passed unanimously out of the 2022 General Assembly.
 - The Virginia Literacy Act is a comprehensive, multi-pronged approach for ensuring evidence-based literacy instruction is implemented in all early learning classrooms.
- There are (pending) corresponding amendments to the Appropriation Act to fund the state share of new initiatives, including staffing.
- The provisions of the Act become effective beginning with the 24-25SY.
- Delegate Delaney's HB418 and HB419 are both complements to the Act.
 - HB418 addresses the use of Early Intervention Reading Initiative funds.



MAJOR COMPONENTS

1. Definitions

- a. Establishes the definition of evidence -based literacy instruction and science -based reading research, terms that serve as the basis of the bill's other new and amended requirements.

1. Instruction and Intervention Programs

- a. Requires both the instructional and intervention programs in grades K -3 be aligned with science-based reading research, as set out in a divisionwide literacy plan (part of the divisionwide comprehensive plan).
- b. Maintains the current screening model to identify students with reading deficiencies. Those students identified as in need of intervention services must now have those services documented in a student reading plan.
- c. Ensures parents are engaged in the development of the student reading plans and have access to resources to support literacy development at home.

1. Staffing Requirements

- a. Adds a divisionwide staffing ratio of one reading specialist per 550 students in K -3.

MAJOR COMPONENTS (CONT'D)

4. Professional Development and Training

- a. Requires principals and certain teachers be provided with professional development and training in science-based reading research and evidence-based literacy instruction.

4. Teacher Licensure

- a. Stipulates that the literacy assessment for initial licensure or on an alternate route to licensure with certain endorsements include a rigorous test of science-based reading research and evidence-based literacy instruction.
- b. Requires every person seeking initial licensure with certain endorsements complete study in science-based reading research and evidence-based literacy instruction.
- c. Establishes a microcredential program for earning an add-on reading specialist endorsement.

4. Educator Preparation

- a. Requires any educator preparation program providing coursework and/or training for certain endorsements or certifications ensure candidates have a program of coursework and demonstrate mastery in science-based reading research and evidence-based literacy instruction.

PROFESSIONAL DEVELOPMENT AND TRAINING

VIRGINIA DEPARTMENT OF EDUCATION	VIRGINIA BOARD OF EDUCATION
Provide technical assistance, including literacy coaching, to local school divisions to provide professional development.	
Create a list of professional development programs aligned with science-based reading research and evidence-based literacy instruction that includes programs that provide training in dyslexia for reading specialists.	Approve the professional development list created by the VDOE.
Approve alternative professional development programs submitted for use by school divisions that opt not to use one on the Department's list.	

PROFESSIONAL DEVELOPMENT AND TRAINING (CONT'D)

VIRGINIA DEPARTMENT OF EDUCATION	VIRGINIA BOARD OF EDUCATION
	Provide guidance on high -quality professional development in science-based reading research and evidence-based literacy instruction for individuals with certain endorsements.
Provide resources to local school divisions to ensure that each division is able to provide professional development to teachers and reading specialists at no cost to the teachers and reading specialists.	
Establish a microcredential program for the reading specialist endorsement area in evidence-based literacy instruction and science-based reading research as well as the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder.	Issue guidance that determines how the series of microcredentials awarded to teachers would be used to award an add -on endorsement as a reading specialist.

TEACHER EDUCATION AND LICENSURE

VIRGINIA DEPARTMENT OF EDUCATION	VIRGINIA BOARD OF EDUCATION
<p>Provide support to the Board in amending its regulations governing licensure and educator preparation programs.</p>	<p>Amend regulations governing licensure and educator preparation programs to require that:</p> <ul style="list-style-type: none">● The literacy assessment for certain endorsements include a rigorous test of science-based reading research and evidence-based literacy instruction;● Candidates for certain endorsements complete study in science-based reading research and evidence-based literacy instruction; and● Enumerated programs provide a program of coursework and require such students to demonstrate mastery in science-based reading research and evidence-based literacy instruction.

CONTINUED TO 2023

- House Bill 363 (Freitas) prohibits school board employees from being dismissed based on a last-hired, first-fired dismissal policy or any other similar policy. The bill also requires the Board of Education and GA education committees, to study and make recommendations to the General Assembly regarding effective, alternative ways in which the performance of teachers may be evaluated for the purpose of awarding or rescinding continuing contract status.
- Senate Bill 454 (Boysko) establishes the Teacher Training Corps for the purpose of attracting and retaining public school teachers by awarding scholarships to students who commit to service requirements.
- Senate Bill 662 (Lucas) requires VDOE to include on the School Quality Profile data on teachers' race and proficiency in any language other than English.

APPROPRIATION ACT

- HB29 (the Caboose budget) and HB30 (the 22 -24FY budget) are still pending and are carried over to special session.
- Pending budget discussions include compensation supplements and one -time bonus payments to SOQ instructional and support positions, funding for college laboratory schools, expansion of teacher residency programs and Virginia Teaching Scholarship Loan, staffing requirements for principals, assistant principals, and EL teachers, among others.

QUESTIONS