

2ea. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:

- (1) Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;
- (2) Address diverse approaches and classroom organization based upon behavioral, cognitive, affective, social and ecological theory and practice;
- (3) Provide positive behavioral supports; and
- (4) Are based on functional assessment of behavior.

34. Collaboration.

a. Skills in consultation, case management, and collaboration, including:

- (1) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
 - (a) Understanding the Standards of Learning (SOL), the structure of the curriculum, and accountability systems across K-12;
 - (b) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;
 - (c) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;
 - (d) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;
 - (e) Understanding the roles and responsibilities of each member of the collaborative team; and
 - (f) Knowledge and Application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment.

b. Training, managing, and monitoring paraprofessionals;

c. Involvement of families in the education of their children with disabilities;

- d. Understanding the standards of professionalism;
 - e. Cooperating with community agencies and other resource providers; and
 - f. Models and strategies for promoting students' self-advocacy skills.
- B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:
- 1. Characteristics.
 - a. Demonstrate knowledge of the definitions, characteristics, including medical and health conditions, learning and behavioral support needs of students with disabilities (K-12), whose cognitive impairments or adaptive skills require adaptations to the general curriculum, and functional skills are significantly different from typically developing peers, and therefore require adaptations to the general curriculum for an appropriate education, including, but not limited to, students with:
 - ~~(2)~~(1) Autism spectrum disorders;
 - ~~(1)~~(2) Moderate to severe mental retardation or dDevelopmental delay;
 - (3) Intellectual disability;
 - (4) Traumatic brain injury; and
 - ~~(3)~~(5) Multiple disabilities, including sensory, deaf-blindness, speech-language, orthopedic and/or health impairments as an additional disability to those referenced above.
 - b. Knowledge of characteristics shall include:
 - (1) Medical, sensory needs, and position and handling needs of children with multiple disabilities;
 - (2) Speech and language development and communication and impact on educational, behavioral and social interactions;

- (3) Impact of disability on self-determination and self-advocacy skills; and
 - (4) Historical and legal perspectives, models, theories, philosophies, and trends related to specific student populations.
2. Individualized ~~e~~Education ~~p~~Program ~~implementation~~. Development and implementation.
- a. Demonstrate knowledge of the eligibility process, legal and regulatory requirements for IEP development including timelines, components, team composition, roles and responsibilities.
 - ab. Apply knowledge of content standards, assessment and evaluation throughout the K-12 grade levels to:
 - (1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment and other curriculum-based measures;
 - (2) Make decisions about student progress, instruction, program, modifications, ~~accommodations~~ adaptations, placement, and teaching methodology and transitional services and activities for students with disabilities who are accessing the general education curriculum and the standards of learning through an aligned curriculum;
 - (3) Be able to write educationally relevant IEP goals and objectives that address self-care and/or self-management of student physical, sensory, and/or medical needs that also enhances academic success in the adapted curriculum.
 - ~~(3) 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 aligned curriculum across the K-12 grade levels, including:~~
 - ~~(a) Functional behavior assessment;~~
 - ~~(b) behavioral intervention plans incorporating positive behavioral supports;~~
 - ~~(c) Least restrictive environment and inclusion models;~~
 - ~~(d) General education curriculum adaptation and modification~~
 - ~~(e) IEP implementation linking to standards of learning general curriculum;~~
 - ~~(f) Transition between grade levels, settings, and environments;~~

- ~~(g) Communication methods and systems;~~
- ~~(h) Assistive technology applications and instruction;~~
- ~~(i) Community integration;~~
- ~~(j) Vocational skill development;~~
- ~~(k) Instructional strategies;~~
- ~~(l) Knowledge of community service systems; and~~
- ~~(m) Essential life skills for independent home and community living.~~

3. Instructional methods and strategies for the adapted curriculum.

An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

- (1) Curriculum development that includes a scope and sequence, lesson plans, instructional methods and assessments that are based on grade level content standards;
- (2) Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading (reading competencies in professional studies requirements). Skills in this area include: phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies and writing, as well as the ability to foster appreciation of a variety of literature and independent reading; and reading and writing across the content areas.
- (3) Foundational knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics including mathematical concepts, mathematical thinking, calculation and problem-solving;
- (4) Alternative ways to teach content material including curriculum adaptation and curriculum modifications;
- (5) Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;
- (6) Strategies to promote successful integration of students with disabilities with their nondisabled peers;

- (7) Use of technology to promote student learning;
- (8) Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services (to include field experiences);
- (9) Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:
 - (a) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, diverse learning styles, and technology use;
 - (b) Implement a blended curriculum that includes teaching academic skills using the aligned standards of learning and incorporating functional and essential life skills into instruction;
 - (c) Provide explicit instruction of reading, writing and mathematics at appropriate developmental/grade level in a cumulative manner to students with disabilities accessing the general education curriculum through an aligned curriculum;
 - (d) Conduct and analyze results of functional behavior assessment;
 - (e) Implement behavioral intervention plans incorporating positive behavioral supports;
 - (f) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;
 - (g) Design alternative ways to teach content material including modifying and adapting the general education curriculum;
 - (h) Develop appropriate transition between grade levels, setting, and environments;
 - (i) Use assistive and instructional technology including augmentative and alternative communication methods and systems;
 - (j) Implement and evaluate group management technique and individual interventions that teach and maintain emotional, behavioral and social skills;

(k) Implement and monitor IEP specified modifications and adaptations within the general education classroom; and

(l) Integrate students in the community through collaboration with community service systems.

4. Individualized supports and specialized care of students with significant disabilities.

a. An understanding and application of service delivery for students with significant disabilities and their unique care needs, including:

(1) Ability to identify the physical, sensory, and/or health/medical needs of students with significant disabilities and understand how these needs impact the educational program including:

(a) Understanding of typical physical development of children and application of this knowledge in developing learning experiences for students with significant disabilities;

(b) Basic understanding of the most common medical diagnoses associated with students with significant disabilities and the impact on their functioning in school and community settings;

(c) Understanding of the role muscle tone plays in the positioning and handling of students and familiarity with common positioning equipment used in the classroom; and

(d) Understanding of alternative and augmentative communication systems and the ability to identify an appropriate communication system based on the needs of the student.

b. Understanding of the roles and responsibilities of related and support staff working in a collaborative setting and the process and procedures related to initiating a related service request.

c. Ability to develop lesson plans that blend and incorporate the academic, functional and behavioral goals and objectives, while integrating positioning, self-help, feeding, grooming, sensory, and toileting programs into the instructional delivery.

3.5. Transitioning.

a. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, age appropriate transition assessments, career development, life skills, community experiences and resources,

self-advocacy, and self-determination to include goal setting, decision making, problem-solving, self-awareness and self-advocacy, guardianship and other legal considerations.

- (1) Skills in consultation, case management, and collaboration for students with varying degrees of disability severity.
 - (a) Coordinate service delivery with general educators including career and technical educators and school counselors, related services providers, and other providers;
 - (b) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;
 - (c) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources; and
 - (d) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators. This is to include the understanding of consent to share information, including confidentiality and disability disclosure.
- (2) Understand the difference between entitlement and eligibility for agency services as students move to the adult world, including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, ~~and~~ community independent living, and waivers.
- (3) Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.
- (4) Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
- (5) Knowledge of person-centered planning strategies to promote student involvement in planning.
- (6) Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
- (7) Understand social skill development and the unique social skills deficits and challenges associated with disabilities:
 - (a) Assesses social skill strengths and needs;

- (b) Plans and uses specialized social skills strategies.
- (8) Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.
- (9) Knowledge of legal issues surrounding age of majority and guardianship.
- (10) Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority and guardianship.
- 6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
- 7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
- C. Completion of supervised classroom experiences with students with disabilities and an adapted curriculum K-12.

8VAC20-542-4970. Special education blindness/visual impairments preK-12.

The program in special education visual impairments preK-12 is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

1. Understanding of the characteristics of individuals with disabilities, including:
 - a. Characteristics of children and youth with disabilities, and in particular, with blindness or visual impairment: developmental and cognitive;
 - b. Language development and the effects of blindness, visual impairment, and other disabling conditions and cultural and linguistic diversity on language development; and
 - c. Characteristics of individuals with visual impairments, including impact of visual impairment on ~~infants' and children's growth and~~ children's social and emotional development, ~~child and adolescent emotional and social development,~~ and family interaction patterns; and
 - d. Understanding of psychosocial aspects of visual impairment and cultural identity.
2. Understanding of the foundation of the legal aspects associated with students with disabilities and students with visual impairments, including:
 - a. Legislative and judicial mandates related to education and special education;

- b. The Individuals with Disabilities Education Act (IDEA), §504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;
 - c. Legal decisions related to persons with disabilities;
 - d. Current regulations and procedures governing special education, including individualized education program (IEP) development, individualized family service plan (IFSP), and transition services; and
 - e. Disciplinary practices, policies and procedures and alternative placements/programs in schools.
3. Understanding of the foundation of assessment and evaluation with an emphasis on individuals with visual impairments, including:
- a. Administering, scoring, and interpreting assessments, including norm-referenced, criterion-referenced, and curriculum-based individual and group assessments;
 - b. Administration and interpretation of a functional vision assessment (FVA), learning media assessment (LMA), and assistive technology assessment and assessment in the areas of the expanded core curriculum (ECC).
 - bc. Interpreting assessments for eligibility, placement, and program uses decisions and to inform instruction;
 - ed. Techniques to collect, record and analyze information;
 - de. Diagnostic instruction using ongoing assessment data;
 - ef. Techniques for recognizing capacity and diversity and its influence on student assessment and evaluation;
 - fg. Using data from student program evaluation to inform curriculum development, instructional practice, and accommodations; and
 - gh. Low vision practices and procedures, including that include assessment and instructional programming for functional vision.
4. Understanding of service delivery, classroom and behavior management, and instruction for students who are blind and visually impaired, including:
- a. The application of current research and evidence-based practice;
 - b. Classroom organization and curriculum development;

- c. Curriculum adaptations and accommodations;
 - d. The development of language/literacy skills;
 - e. The use of technology in teaching, and in instructing students to use assistive technologies to promote learning and to provide access to the general education curriculum;
 - f. Classroom management, including behavior support systems and individual planning;
 - g. Methods and procedures for teaching students with visual impairments;
 - h. Instructional programming and modifications of curriculum to facilitate inclusion integration of students with blindness and visual impairment in disabilities programs and services with sighted and typically developing peers without disabilities;
 - i. Individual and group behavior management techniques;
 - j. Career and vocational aspects of individuals with disabilities, including persons with visual impairments, ~~in society~~, including knowledge of careers, vocational opportunities, and transition from school to work; and
 - k. Social and recreational skills and resources for individuals with visual impairments, including methods and materials for assessing and teaching activities of daily living.
5. Understanding of consultation, case management, and collaboration including:
- a. Coordinating service delivery with other professionals in collaborative work environments;
 - b. Training, managing, and monitoring paraprofessionals;
 - c. Involving families in the education of their children with blindness or visual impairment disabilities; ~~and~~
 - d. Implementation of collaborative models, including collaborative consultation, co-teaching, and student intervention teams; and
 - ~~e.~~ Interfacing with community agencies and resources.
6. Understanding of the foundations of Braille reading and writing, including:

- a. Teaching reading and writing of grade 2 Braille on both a Braille writer and a "slate and stylus"; and
 - b. Knowledge of other codes, including Nemeth, foreign language code, music code, and computer Braille.
7. Understanding of anatomy, physiology, and diseases of the eye and the educational implications.
8. Understanding principles and how to instruct in human guide techniques and pre-cane orientation and mobility instruction.
89. Understanding of the standards of professionalism, including ethical and professional practice.
910. Completion of supervised classroom experiences at the elementary and secondary levels with students who have visual impairments, to include those with blindness and low vision, and with individuals who may have additional disabilities.
11. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
12. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-4680. Special education ~~hearing impairments~~ deaf and hard of hearing preK-12.

The program in special education ~~hearing impairments~~ deaf and hard of hearing preK-12 is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

- 1. Understanding of the characteristics of individuals with disabilities, including the following:
 - a. Characteristics of children and youth with disabilities: developmental and cognitive;
 - b. Characteristics of individuals ~~with hearing impairments~~ who are deaf or hard of hearing, including socio-cultural influences and possible health- or genetically-related problems; and
 - c. Foundations of the education and culture of persons ~~with hearing impairments~~ who are deaf or hard of hearing.

2. Understanding of the foundation of the legal aspects associated with students with disabilities and students ~~with hearing impairments~~ who are deaf or hard of hearing including:
 - a. Legislative and judicial mandates related to education and special education;
 - b. The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;
 - c. Legal decisions related to persons with disabilities;
 - d. Current regulations and procedures governing special education, including individualized education program (IEP) development, individualized family service plan (IFSP), and transition services; and
 - e. Disciplinary practices, policies and procedures and alternative placements/programs in schools.

3. Understanding of the foundation of assessment and evaluation with an emphasis on individuals who are ~~hearing impaired~~ deaf or hard of hearing, including:
 - a. Administering, scoring, and interpreting assessments, including norm-referenced, criterion-referenced, and curriculum-based individual and group assessments;
 - b. Interpreting assessments results for eligibility, placement, and to inform instruction (i.e., linking assessment results to classroom interventions) ~~program uses~~
 - c. Techniques to collect, record, and analyze information from observing students;
 - d. Data-based decision-making skills using assessment data to inform ~~D~~diagnostic instruction; ~~using assessment data;~~
 - e. Techniques for recognizing capacity and diversity and its influence on student assessment and evaluation. ~~;~~ ~~and~~
 - f. ~~Using data from student program evaluation.~~

4. Understanding of service delivery, classroom/behavior management, and instruction, including:
 - a. The application of current research in practice;
 - b. Classroom organization and curriculum development;
 - c. Curriculum adaptations and accommodations;

- d. The development of language/literacy skills;
 - e. The use of technology to promote student learning;
 - f. Classroom and behavior management, including behavior support systems and individual planning;
 - g. ~~Methods~~ Evidence-based strategies and procedures for teaching persons who are deaf or hard of hearing with hearing impairments;
 - h. Instructional programming and modifications of curriculum to facilitate ~~integration~~ inclusion of students with disabilities into the continuum of programs and services with peers without disabilities;
 - i. Strategies to promote successful socialization of students who are deaf or hard of hearing with their hearing peers; and
 - ~~i. Individual and group behavior management techniques; and~~
 - j. Career and vocational skill development aspects of individuals with disabilities, including persons ~~with hearing impairments~~ who are deaf or hard of hearing and who may have additional needs, in society.
5. Skills in consultation, case management, and collaboration, including:
- a. Coordinating service delivery with other professionals in collaborative work environments;
 - b. Training, managing, and monitoring paraprofessionals;
 - c. Implementation of collaborative models, including collaborative consultation, co-teaching, and student intervention teams;
 - ~~ed.~~ ed. Involving families in the education of their children with disabilities; and
 - ~~ee.~~ ee. Cooperating with community agencies and resources.
6. Understanding of speech, hearing, and language, ~~and hearing~~ development, including:
- a. Speech, hearing and language development and the effects of sensory loss ~~disabling conditions~~ and cultural diversity on typical language development;
 - ~~b. The effects of hearing impairments and cultural diversity on language development;~~

- b. How to promote development of listening and spoken language skills in children who are deaf or hard of hearing: how to promote development of American Sign Language skills in children who are deaf or hard of hearing;
 - c. Anatomy of speech structures, auditory and visual mechanisms, production, transmission and psychophysical characteristics of sound; and
 - d. General and specific effects of having partial or no hearing impairment on production and reception of speech and on English language development.
7. Understanding of audiology, including:
- a. ~~Diagnosis in hearing~~ Diagnostic evaluation, testing procedures, and interpreting audiology reports to inform instruction in and expectations for development of listening and spoken language skills; ~~characteristics of amplification devices and their application to the instructional processes;~~ and
 - b. Characteristics of individual, group amplification/assistive listening devices systems, (e.g., cochlear implant systems, hearing aids, FM systems, sound field systems, etc.) and other assistive/augmentative communication devices with emphasis on utilization in educational environments.
8. Understanding of communication modalities to include various modalities of communication, including cued speech, speech reading, ~~verbal communication,~~ listening, signed language, and spoken language. ~~and demonstrated proficiency in sign language communication.~~
9. Demonstrated proficiency in expressive and receptive sign language, to include American Sign Language and contact varieties.
- ~~9~~10. Understanding of the standards for professionalism.
- ~~10~~11. Completion of supervised classroom experiences at the elementary and secondary levels with students who ~~have hearing impairments~~ are deaf or hard of hearing, including those with additional disabilities.
12. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
13. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-4590. Special education early childhood (birth through age 5).

The program in special education early childhood (birth through age five) is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

1. Understanding of the nature and characteristics of major disabling and at-risk conditions, including:
 - a. Trends for service delivery to the birth-through-age-five population;
 - b. An overview of early intervention and early childhood special education;
 - c. Historical perspective of special education; and
 - d. ~~Social development issues.~~ Awareness of the issues surrounding cultural and linguistic diversity.
2. Understanding of the foundation of the legal aspects associated with students with disabilities, including:
 - a. Legislative and judicial mandates related to education and special education;
 - b. The Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act;
 - c. Legal decisions related to persons with disabilities;
 - d. Current regulations and procedures governing special education to include individualized education program (IEP) development and/or individualized family service plan (IFSP); and
 - e. Disciplinary practices, policies and procedures and alternative placements/programs in schools.
3. Knowledge of the selection, administration, and interpretation of formal and informal assessment techniques for young children with disabling and at-risk conditions and their families, including:
 - a. Eligibility and diagnosis of disabling and at-risk conditions;
 - b. Progress monitoring for growth compared to same age, typically developing peers and/or functioning in environments where same age peers would normally attend (to include, but not limited to, settings that the families choose);
 - c. Program development and improvement; and

- d. Curriculum-based assessments for instructional planning.
4. Understanding of the methods for providing instructional programs for early intervention, including:
 - a. Service delivery options;
 - b. Development of individualized education programs (IEPs) and individualized family service plans (IFSPs);
 - c. Curriculum development and implementation to ensure developmentally appropriate intervention techniques in the areas of self-help, motor, cognitive, social/emotional, and language; and
 - d. Service delivery to support success and functionality in all settings where same age, typically developing peers would be located.
 5. Understanding of teaching social and emotional skills to assist with behavior management and the application of principles of learning and child development to individual and group management using a variety of techniques that are appropriate to the age of that child.
 6. Understanding of speech and language development and intervention methods, including the effects of disabling and at-risk conditions on young children, including:
 - a. Developmental stages of language acquisition;
 - b. Cultural and linguistic diversity;
 - c. English language learner language acquisition;
 - d. Use of language to get needs and wants met and for social interaction;
 7. Understanding of and experiences with the medical aspects of young children with disabling and at-risk conditions and the management of neuro-developmental and motor disabilities, including:
 - a. Emergency care and the role of health care professionals in the lives of individuals with disabilities; and
 - b. Use and effects of medications.
 8. Skills in consultation, case management, collaboration, coaching, mentoring, and co-teaching, including techniques in working with children, families, educators, related service providers, and other human service professionals that include:

- a. Service coordination;
 - b. Interagency coordination;
 - c. ~~Integration with nondisabled peers;~~ Inclusive practices;
 - d. Transition facilitation; and
 - e. Training, managing, and monitoring paraprofessionals. ~~9. Understanding of normal child growth and development from birth through age five.~~
- ~~109.~~ Understanding of the theories and techniques of family-centered intervention, including:
- a. ~~Multicultural issues~~ Cultural and linguistic differences influences; and
 - b. Family issues.
- ~~110.~~ Understanding of the standards of professionalism.
- ~~1211.~~ Completion of supervised experiences at the ~~preschool~~ early childhood level in a variety of settings, including but not limited to early intervention, home-based, school-based, and community-based settings.
12. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
13. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-48500. Special education general curriculum K-12.

- A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following core competencies to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall ~~also~~ complete the competencies in at least one of the endorsement areas of Special Education General Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition.
- 1. Foundations - Characteristics, legal and medical aspects.
 - a. Knowledge of the foundation for educating students with disabilities, including:

- (1) Historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice;
 - (2) Characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning;
 - (3) Normal patterns of development (i.e., physical, psychomotor, cognitive, linguistic, social, emotional development and their relationship to the various disabilities);
 - (4) Medical aspects of disabilities;
 - (5) The dynamic influence of the family system and cultural/environmental milieu and related issues pertinent to the education of students with disabilities;
 - (6) Educational implications of the various disabilities; and
 - (7) Understanding of ethical issues and the practice of accepted standards of professional behavior.
- b. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including:
- (1) Legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the No Child Left Behind Act of 2001, etc.);
 - (2) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements/programs in schools); and
 - (3) "Rights and responsibilities" of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.
2. Assessments and evaluation. ~~management of instruction and behavior.~~
- a. An understanding and application of the foundation of assessment and evaluation related to best special education practice, including:
- (1) Ethical issues and responsibilities in the assessment of individuals with disabilities;
 - (2) Procedures for screening, pre-referral, referral, and eligibility determinations;

- (3) Factors that may influence assessment findings such as cultural, behavioral, and learning diversity;
 - (4) A general knowledge of measurement theory and practice, including validity, reliability, norming, bias, sensitivity and specificity;
 - ~~(4)~~(5) Administration, scoring, and interpretation of commonly used individual and group instruments, including norm-referenced, criterion-referenced, and curriculum-based measures as well as task analysis, observation, portfolio, and environmental assessments; ~~and~~
 - ~~(5)~~(6) Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions; and
 - (7) Knowledge of the Virginia Accountability System, assessment options and procedures for participation for students with disabilities.
- ~~b. An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:~~
- ~~(1) Classroom organization and curriculum development;~~
 - ~~(2) Scope and sequence of the general education curriculum;~~
 - ~~(3) Complex nature of language acquisition and reading (reading competencies in professional studies requirements): Reading, special education language acquisition and reading: 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, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and a knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension strategies, as well as the ability to foster appreciation of a variety of literature and independent reading;~~
 - ~~(4) Complex nature of numeracy acquisition and the sequential nature of mathematics;~~
 - ~~(5) Alternative ways to teach content material including curriculum adaptation and curriculum modifications~~
 - ~~(6) Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;~~

- ~~(7) Strategies to promote successful integration of students with disabilities with their nondisabled peers;~~
- ~~(8) Use of technology to promote student learning; and~~
- ~~(9) Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services (to include field experiences).~~

e3. Management of instruction and behavior.

An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:

- (1) Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;
- (2) Address diverse approaches to classroom organization and set-up based upon behavioral, cognitive, affective, social and ecological theory and practice;
- (3) Provide positive behavioral supports; and
- (4) Are based on functional assessment of behavior.

~~d. The ability to prepare students and work with families to promote 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.~~

34. Collaboration.

a. Skills in consultation, case management, and collaboration, including:

- (1) Coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
 - (a) Understanding the Standards of Learning (SOL), the structure of the curriculum, and accountability systems across K-12;
 - (b) Understanding and assessing the organization and environment of general education classrooms across the K-12 setting;

- (c) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;
 - (d) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;
 - (e) Understanding the roles and responsibilities of each member of the collaborative team; and
 - (f) Knowledge and Application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment.
- b. Training, managing, and monitoring paraprofessionals;
 - c. Involvement of families in the education of their children with disabilities;
 - d. Understanding the standards of professionalism;
 - e. Cooperating with community agencies and other resource providers; and
 - f. Models and strategies for promoting students' self-advocacy skills.
- B. The program in special education general curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education general curriculum K-12 has the special education core competencies and the specific competency requirements specified in this section.
1. Characteristics.
 - a. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities, whose cognitive and functional skills are not significantly different from typically developing peers and therefore access the general education curriculum for an appropriate education, who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with:
 - (5)(1) Autism spectrum disorder;
 - (2) Deaf-blindness;
 - (4)(3) Developmental delay;
 - (2)(4) Emotional disturbance disability;

(5) Hearing impairment (or Deaf and Hard of Hearing);

~~(3)~~(6) Mental retardation; Intellectual disability;

~~(4)~~(7) Learning disabilities;

(8) Multiple disabilities;

(9) Orthopedic impairment;

~~(6)~~(10) Other health impaired impairment;

(11) Speech-language impairment;

~~(7)~~(12) Traumatic brain injury; and/or

(13) Visual impairment (including Blindness).

b. Knowledge of characteristics shall include:

(1) Age-span/developmental issues;

(2) Levels of severity;

(3) Cognitive functioning;

(4) Language development;

(5) Emotional and behavioral adjustment;

(6) Social development;

(7) Medical aspects; and

(8) Cultural/ethnic and socioeconomic factors.

2. Individualized education program development and implementation.

a. Demonstrate knowledge of the eligibility process, legal and regulatory requirements for IEP development, including timelines, components, team composition, roles and responsibilities.

ab. Apply knowledge of content standards, assessment, and evaluation throughout the K-12 grade levels to:

- (1) Construct, use, and interpret a variety of standardized and nonstandardized data collection techniques, such as task analysis, observation, portfolio assessment and other curriculum-based measures;
 - (2) Make decisions about student progress, instruction, program, accommodations, placement, ~~and~~ teaching methodology, and transition services and activities for students with disabilities who are accessing the general education curriculum and the Virginia Standards of Learning; and
 - (3) Develop an Individualized Education Program that addresses the academic and functional needs of the student with disabilities in the general education curriculum and meets regulatory requirements.
- ~~(3) 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, including:~~
- ~~(a) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;~~
 - ~~(b) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;~~
 - ~~(c) Provide explicit instruction of reading and mathematics at appropriate developmental/grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;~~
 - ~~(d) Knowledge and understanding of the scope and sequence of the standards of learning at the elementary, middle, and secondary levels;~~
 - ~~(e) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;~~
 - ~~(f) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;~~
 - ~~(g) Use assistive and instructional technology in order to access the general education curriculum;~~
 - ~~(h) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills; and~~

- (i) ~~Implement and monitor IEP specified accommodations within the general education classroom.~~

3. Instructional strategies for reading and writing.

An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

- (1) Curriculum development that includes a scope and sequence, lesson plans, instructional methods and assessments that are based on the general education curriculum standards of learning at the elementary, middle, and secondary levels;
- (2) Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading (reading competencies in professional studies requirements). Skills in this area include: phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. Additional skills shall include proficiency in a wide variety of comprehension, vocabulary and writing strategies, as well as the ability to foster appreciation of a variety of literature, independent reading and reading and writing across content areas;
- (3) Alternative ways to teach content material including curriculum adaptation and curriculum modifications;
- (4) Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;
- (5) Strategies to promote successful integration of students with disabilities with their nondisabled peers;
- (6) Use of technology to promote student learning;(7) Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services (to include field experiences); and
- (7) Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:
 - (a) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;

- (b) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;
- (c) Provide explicit instruction of reading, and writing at appropriate developmental/grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;
- (d) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;
- (e) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;
- (f) Use assistive and instructional technology in order to access the general education curriculum;
- (g) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills; and
- (h) Implement and monitor IEP specified accommodations within the general education classroom.

4. Instructional strategies for mathematics.

An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

- (1) Curriculum development that includes a scope and sequence, lesson plans, instructional methods and assessments that are based on the general education curriculum standards of learning at the elementary, middle, and secondary levels;
- (2) Foundational knowledge of the complex nature of numeracy acquisition and nature of mathematics including mathematical concepts, mathematical thinking, mathematics vocabulary, calculation and problem-solving;
- (3) Alternative ways to teach content material including curriculum adaptation and curriculum modifications;
- (4) Procedures to develop, provide, and evaluate instruction consistent with students' individual needs;
- (5) Strategies to promote successful integration of students with disabilities with their nondisabled peers;

- (6) Use of technology to promote student learning;
- (7) Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services (to include field experiences);
- (8) Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels, including the ability to:
 - (a) Identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use;
 - (b) Teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels;
 - (c) Provide explicit instruction in mathematics at appropriate developmental/grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum;
 - (d) Promote the potential and capacity of individual students to meet high academic, behavioral, and social expectations;
 - (e) Design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies;
 - (f) Use assistive and instructional technology in order to access the general education curriculum;
 - (g) Implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills; and
 - (h) Implement and monitor IEP specified accommodations within the general education classroom.

35. Transitioning.

- a. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career

development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

- (1) Skills in consultation, case management, and collaboration for students with varying degrees of disability severity;
 - (a) Coordinate service delivery with general educators, related service providers, and other providers;
 - (b) Awareness of community resources agencies and strategies to interface with community agencies when developing and planning IEPs;
 - (c) Knowledge of related services and accommodations that pertain to postsecondary transitions that increase student access to postsecondary education and community resources;
 - (d) Ability to coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
- (2) Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
- (3) Recognize uses of technology and seek out technology at postsecondary settings that shall aid the student in their education, work, and independent living.
- (4) Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development:
 - (a) Knowledge of person-centered planning strategies to promote student involvement in planning; and
 - (b) Knowledge of generic skills that lead to success in school, work and community, including time management, preparedness, social interactions, and communication skills.
- (5) Understand social skill development and the unique social skills deficits and challenges associated with disabilities:
 - (a) Assesses social skill strengths and needs; and
 - (b) Plans and uses specialized social skills strategies.

(6) Knowledge of use and implementation of vocational assessments to encourage and support students' self-advocacy and self-determination skills.

(7) Knowledge of graduation requirements, diploma options and legal issues surrounding age of majority and guardianship.

6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

C. Completion of supervised classroom experiences with students with disabilities and the general curriculum K-12.

8VAC20-542-510. Special education - general curriculum elementary education K-6 (add-on endorsement).

The program in special education - general curriculum elementary education K-6 (add-on endorsement) shall ensure that the candidate has demonstrated the following competencies. The candidate must:

1. Hold a license issued by the Virginia Board of Education with an endorsement in elementary education (early/primary education preK-3/elementary education preK-6);

2. Have completed competencies in the education of students with disabilities distributed in each of the following areas:

a. Foundations. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.

b. Individualized education program development and implementation. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. 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, instructional, program, goal development, 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.

- c. Assessment and evaluation. That includes an understanding and application of the foundation of assessment and evaluation related to best practice in special education; including types and characteristics of assessment, introduction to formal and informal assessment, and the use of assessments and other information to determine special education eligibility, service delivery, curriculum, and instruction of students with disabilities;. Understanding of the current legal and ethical issues related to assessment selection and use including comprehensive evaluation requirements, students with disabilities participation in the state and local accountability systems, assessment options, appropriate grading and testing accommodations and assessment of students from diverse backgrounds.
- d. Instructional strategies in reading and writing. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.
- e. Instructional strategies in mathematics. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Standards of

Learning and state assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as related to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
4. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-520. Special education - general curriculum middle education grades 6-8 (add-on endorsement).

The program in special education - general curriculum middle education grades 6-8 (add-on endorsement) shall ensure that the candidate has demonstrated the following competencies. The candidate must:

1. Hold a license issued by the Virginia Board of Education with an endorsement in middle education (middle education 6-8 English, middle education 6-8 history and social sciences, middle education 6-8 mathematics, or middle education-sciences)
2. Have completed competencies in the education of students with disabilities distributed in each of the following areas:
 - a. Foundations. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.
 - b. Individualized education program development and implementation. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities. 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, instructional, program, goal development, 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.

- c. Transitioning. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education 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.
- d. Instructional strategies in reading and writing. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as related to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.
- e. Instructional strategies in mathematics. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of

specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
4. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-530. Special education - general curriculum secondary education grades 6-12 (add-on endorsement).

The program in special education - general curriculum secondary education grades 6-12 (add-on endorsement) shall ensure that the candidate has demonstrated the following competencies. The candidate must:

1. Hold a license issued by the Virginia Board of Education with an endorsement in English, history and social sciences, mathematics, biology, chemistry, Earth science, or physics.
2. Have completed competencies in the education of students with disabilities distributed in each of the following areas:
 - a. Foundations. Characteristics that include knowledge of the foundation for educating students with disabilities; historical, ethical, and legal aspects that include an understanding and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities.
 - b. Individualized education program development and implementation. Knowledge of the eligibility process, legal and regulatory requirements of IEP development including timelines, components, team composition, roles and responsibilities.

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, instructional, program, goal development, 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.

- c. Transitioning. Skills in this area include the ability to prepare students and work with families and community agencies to provide successful student transitions throughout the educational experience to include postsecondary education 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.
- d. Instructional strategies in reading and writing. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in reading and writing. Knowledge of the general curriculum, English requirements and expectations, and how to provide access to the curriculum based on student characteristics and needs. Ability to assess, interpret data and implement instructional practices to address the identified reading needs of the students. Skills in this area include the ability to identify, understand and implement a range of specialized instructional strategies and research-based interventions that reflect best practice in reading and writing instruction for students with disabilities. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Knowledge and ability to utilize current assistive and instructional reading and writing technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized reading and writing assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as related to the curriculum design and delivery. Ability to model and directly teach reading and writing instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the general curriculum and monitor student progress.
- e. Instructional strategies in mathematics. An understanding and application of service delivery, curriculum, and instruction of students with disabilities in mathematics. Knowledge of the general curriculum mathematics requirements and expectations and how to provide access to the curriculum-based on student characteristics and needs. Ability to assess, interpret data and implement

instructional practices to address calculations, reasoning and problem-solving skills. Skills in this area include the ability to understand and use a range of specialized mathematics instructional strategies and research-based interventions that reflect best practice in mathematics instruction for students with disabilities. Ability to align the instructional practices and intervention with the Standards of Learning and state assessments. Knowledge of and ability to utilize current mathematics related assistive and instructional technologies to promote learning and independence for students with disabilities in the general curriculum and the ability to evaluate the effectiveness of the use of the technologies. Ability to develop and use curriculum-based and standardized mathematics assessments to conduct ongoing evaluations of instructional materials and practices to determine effectiveness and assess student needs as it relates to the mathematics curriculum design and delivery. Ability to model and directly teach mathematics instructional strategies in a variety of settings, collaborate and co-teach with general educators to develop and implement instructional practices that meet the needs of students with disabilities in the mathematics general curriculum and monitor student progress.

3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
4. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-5040. Speech communication (add-on endorsement).

The program in speech communication shall ensure that the candidate has demonstrated the following competencies:

1. Understanding and knowledge of oral communication, including language acquisition involving the processes of expressive and receptive language and voice production involving the aesthetics of speech;
2. Understanding and knowledge of common speech production patterns, including articulation, pronunciation, and dialectical variances as these relate to Standard English patterns;
3. Understanding the components of effective messages, including appropriate use of language, voice and diction, and nonverbal elements;
34. Understanding of and proficiency in effective communication, including interpersonal communication, small group, skills contributing to effective listening, the art of persuasion, oral interpretation, group discussion, mass communication, public speaking, ~~and~~ debate; verbal and nonverbal messages and the ability to critique such communication interactions; ~~and~~

5. Understanding media/digital/visual literacy and the skills to evaluate and utilize these literacies in presentations;
- 4.6. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing;
7. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes;
8. Skills necessary to teach research including ethical accessing, evaluating, organizing, crediting, and synthesizing information as needed for speech communication; and
9. Knowledge of the Computer Technology Standards of Learning and their integration into Speech Communication.

8VAC20-542-5150. ~~Theater~~ Theatre arts preK-12.

The program in ~~theater~~ theatre arts preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the ~~theater~~ theatre arts discipline as defined in the Virginia Standards of Learning and how these provide a necessary foundation integral to teaching ~~theater~~ theatre arts.
2. Understanding of the knowledge, skills and processes for teaching ~~theater~~ theatre arts to the developmental levels and academic needs of students in preK-12, including the following:
 - a. Experience in planning, developing, administering, and evaluating a program of ~~theater~~ theatre arts education;
 - b. Knowledge and understanding for teaching theatre arts, including: performance and production, theatre history and cultural context and ~~theatre history, judgment and criticism, analysis and evaluation and critique,~~ and aesthetics;
 - c. Directing;
 - d. Technical ~~theater~~ theatre, including lighting, set design, stage craft, costuming, makeup, and safety;
 - e. Performance, including acting and acting styles;
 - f. Dramatic literature;

- g. The relationship of ~~theater~~ theatre and culture and the influence of ~~theater~~ theatre on past and present cultures, ~~including the history of theater~~;
 - h. Knowledge and understanding of technological and artistic copyright laws;
 - i. Knowledge and understanding of classroom management and safety, including performance and studio;
 - ~~jk.~~ Knowledge of instructional and assessment strategies to foster, support, and enhance student ~~theater~~ theatre arts learning;
 - ~~kl.~~ Knowledge of related areas of ~~theater~~ theatre arts, such as art, dance arts, music, and the visual arts; ~~and~~
 - ~~m.~~ Knowledge and understanding of technology, with applications for instruction, resources, artistic expression, administration, assessment, and communication;
 - ~~n.~~ Knowledge and understanding of appropriate and sensitive attention to diversity and cultural understanding; and
 - ~~lo.~~ Observation and student teaching experiences at the elementary, middle and secondary levels.
3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
 4. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-5260. Visual arts preK-12.

The program in visual arts preK-12 shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes of the visual arts discipline as defined in the Virginia Standards of Learning, and how they provide a necessary foundation for teaching the visual arts;
2. Understanding of the knowledge, skills, and processes for teaching art appropriate to the developmental levels and academic needs of students in preK-12 including the following areas:
 - a. Knowledge and experience in planning, developing, administering, and evaluating a program of visual arts education;

- b. Two-dimensional media and concepts: basic and complex techniques and concepts in two-dimensional design, drawing, painting, printmaking, computer graphics and other electronic imagery;
 - c. Three-dimensional media and concepts: basic and complex techniques and concepts in three-dimensional design, sculpture, ceramics, fiber arts, ~~and~~ crafts; and computer and other electronic imagery;
 - d. Knowledge and understanding for teaching the visual arts, including: visual communication and production, art history and cultural context ~~and art history, judgment and criticism,~~ analysis and evaluation and critique, and aesthetics;
 - e. The relationship of visual arts and culture and the influence of visual arts on past and present cultures;
 - f. Related areas of visual arts, such as architecture, dance arts, music, theatre arts, photography, and other expressive arts;
 - g. Knowledge and understanding of technological and artistic copyright laws;
 - h. Knowledge and understanding of classroom management and safety, including use of toxic art material in various aspects of studio and classroom work;
 - i. Knowledge of a variety of instructional and assessment strategies to foster, support, and enhance student visual arts learning; ~~and~~
 - j. Knowledge and understanding of technology, with applications for instruction, resources, artistic expression, administration, assessment, and communication;
 - k. Knowledge and understanding of appropriate and sensitive attention to diversity and cultural understanding; and
 - j l. Observation and student teaching experiences at the elementary, middle and secondary levels.
3. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
4. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

Article 4

Administration and Supervision and Personnel Support

8VAC20-542-5370. Administration and supervision preK-12.

~~1.~~ A. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:

- ~~a~~1. Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
 - ~~(1)~~a. Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment;
 - ~~(2)~~b. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
 - ~~(3)~~c. Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment;
 - ~~(4)~~d. Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention;
 - ~~(5)~~e. Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity;
- f. Knowledge, understanding, and application of the federal and state regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;
- g. Collaboratively working with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students as well as individual goals outlined in their Individualized Education Plans (IEPs);
- ~~(6)~~h. Integration of technology in curriculum and instruction to enhance learner understanding;
- ~~(7)~~i. Identification, analysis, and resolution of problems using effective problem-solving techniques;

- (8)j. ~~Communication of a clear~~ Development, articulation, implementation, and stewardship of a vision of excellence, linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division.
- b.2. Knowledge understanding, and application of ~~systems~~ leadership and organizations, including;
- (1)a. ~~Systems theory and~~ The change process of systems, organizations and individuals, using appropriate and effective adult learning models;
- (2)b. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
- (3)c. Information sources and processing, including data collection and data analysis strategies;
- (4)d. Using data as a part of ongoing program evaluation to inform and lead change;
- (5)e. Developing a change management strategy for improved student outcomes;
- (6)f. Developing ~~empowerment~~ distributed leadership strategies to create personalized learning environments for diverse schools; and
- (7)g. Effective two-way communication skills including consensus building, negotiation, and mediation skills.
- e.3. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations and sustain an instructional program conducive to student academic progress, including;
- (1)a. Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level;
- (2)b. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community;
- (3)c. Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;
- d. Knowledge, understanding, and application of Virginia's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*;

- (4)e. Principles and issues related to fiscal operations of school management;
 - (5)f. Principles and issues related to school facilities and use of space and time for supporting high-quality school instruction and student learning;
 - (6)g. Legal issues impacting school operations and management;
 - (7)h. Technologies that support management functions; and
 - (8)(9) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.
- d4. Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including:
- (1)a. Emerging issues and trends within school/community relations;
 - (2)b. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
 - (3)c. Developing appropriate public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners; and
 - (4) ~~Principles of effective two-way communication, including consensus building and negotiation skills;~~
 - (5)d. Integration of technology to support communication efforts.
- e5. Knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:
- (1)a. ~~Historically and philosophically grounded~~ Philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior;
 - (2)b. Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community;
 - (3)c. Reflective understanding of ~~theories of leadership~~ potential moral and legal consequences of and their application to decision making in the school setting;
 - (4)d. Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions; and

~~(5)e.~~ Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

~~6.~~ Knowledge understanding and application of ~~basic~~ leadership theories and influences that impact schools including:

~~(1)a.~~ Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;

~~(2)~~ Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

~~(3)b.~~ Identify and respond to internal and external forces and influences on a school;

~~(4)c.~~ Identify and apply the processes of educational policy development at the state, local, and school level; and

~~(5)d.~~ Identify and demonstrate ways to influence educational policy development at the state, local, and school level.

~~g.~~ Embedded learning strategies for improved student learning totaling at least 120 clock hours including;

~~(1)~~ Experiential activities that complement, implement, and parallel the university curriculum;

~~(2)~~ Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

~~2.B.~~ Complete 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 shall be is focused on learning student academic progress for all students and shall occur in a public school or accredit nonpublic school; and

1. Provides significant experiences within a school environment for candidates to synthesize and apply the content knowledge and develop professional skills through school-based leadership experiences;

2. Shall occur in a public or accredited nonpublic school;

3. Provides exposure to five different multiple sites (elementary, middle, high, central office, agency) with diverse student populations; and

4. Documents a minimum of 320 clock hours, of which at least 120 clock hours are embedded as experiential field-based opportunities experienced during coursework.

3C. Satisfy 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.)

8VAC20-542-5480. Mathematics specialist for elementary ~~and middle~~ education.

- A. A mathematics specialist is a teacher in the elementary ~~or middle~~ grades who has interest and special preparation in mathematics content, scientifically based research in the teaching and learning of mathematics, diagnostic and assessment methods, and leadership skills. The school-based mathematics specialist shall serve as a resource in professional development, instructing children who have learning difficulties in mathematics, curriculum development and implementation, mentoring new teachers, and parent and community education.
- B. The mathematics specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility and demonstrated the following competencies:
1. 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;
 2. 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;
 3. Understanding of the sequential nature of mathematics, the vertical progression of mathematical standards, and the mathematical structures inherent in the content strands;
 4. Understanding of the connections among mathematical concepts and procedures and their practical applications;
 5. Understanding of and the ability to use the five processes - becoming mathematical problem-solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical models and representations - at different levels of complexity;

- ~~6. 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;~~
- ~~7 6. Understanding of major current curriculum studies and trends in mathematics;~~
7. Understanding how to utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives;
- ~~8. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;~~
- ~~98. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;~~
- ~~10 9. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;~~
- ~~110. Understanding of and the ability to use strategies to teach mathematics to diverse learners;~~
- ~~1211. 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~~
12. Understanding of how to develop and lead appropriate professional development based on the needs of students and the school community;
13. Understanding of how to work with school-based administration for the improvement of mathematics teaching and learning;
14. Understanding of how to effectively mentor teachers for the improvement of mathematics teaching and learning;
15. Understanding of how to effectively work with parents and the at-large community to improve mathematics teaching and learning;
- ~~1316. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing; and -~~
17. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-590. Mathematics specialist for middle education.

- A. A mathematics specialist is a teacher in the elementary or middle grades who has interest and special preparation in mathematics content, scientifically-based research in the teaching and learning of mathematics, diagnostic and assessment methods, and leadership skills. The school-based mathematics specialist shall serve as a resource in professional development, instructing children who have learning difficulties in mathematics, curriculum development and implementation, mentoring new teachers, and parent and community education.
- B. The mathematics specialist program shall ensure that the candidate has completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility and demonstrated the following competencies:
1. 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;
 2. 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;
 3. Understanding of the sequential nature of mathematics, the vertical progression of mathematical standards, and the mathematical structures inherent in the content strands;
 4. Understanding of the connections among mathematical concepts and procedures and their practical applications;
 5. Understanding of and the ability to use the five processes - becoming mathematical problem-solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical models and representations - at different levels of complexity;
 6. 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;
 6. Understanding of major current curriculum studies and trends in mathematics;
 7. Understanding how to utilize appropriate technologies for teaching and learning mathematics, including graphing utilities, dynamic software, spreadsheets, and virtual manipulatives;

8. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;
9. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
10. Understanding of and the ability to use strategies to teach mathematics to diverse learners;
11. 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
12. Understanding of how to develop and lead appropriate professional development based on the needs of students and the school community;
13. Understanding of how to work with school-based administration for the improvement of mathematics teaching and learning;
14. Understanding of how to effectively mentor teachers for the improvement of mathematics teaching and learning;
15. Understanding of how to effectively work with parents and the at-large community to improve mathematics teaching and learning;
16. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing; and
17. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-55600. Reading specialist.

The reading specialist program shall ensure that the candidate has demonstrated the following competencies:

1. Assessment and diagnostic teaching. The candidate shall:
 - a. Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, ~~phoneme~~ phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension; and

- b. Demonstrate expertise in the ability to use diagnostic data to ~~tailor~~ inform instruction for acceleration, intervention, remediation, and flexible skill level groupings differentiation.
2. ~~Oral~~ Communication: Speaking, Listening, Media Literacy. The candidate shall:
- a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching communication, (speaking, listening, and media literacy) oral language (speaking and listening);
 - b. Demonstrate expertise in developing students' phonological awareness skills;
 - c. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects;
 - d. Demonstrate an understanding of the unique needs of students with language differences and delays; and
 - e. Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.; and
 - f. Demonstrate the ability to teach students to identify the characteristics of, and apply critical thinking to media messages, and to facilitate their proficiency in using various forms of media to collaborate and communicate.
3. ~~Reading~~ Literature. The candidate shall:
- a. Demonstrate expertise in explicit and systematic phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, word analysis, and word attack skills;
 - b. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships;
 - c. Demonstrate expertise in strategies to increase vocabulary;
 - d. Demonstrate expertise in the structure of the English language, including and understanding of syntax, semantics, and vocabulary development;
 - e. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, inferencing, summarizing, clarifying, evaluating, and associating the unknown with what is known making connections;
 - f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension;

- g. Demonstrate the ability to develop comprehension skills in all content areas;
 - h. Demonstrate the ability to foster appreciation of a variety of literature; and
 - i. Understand the importance of promoting independent reading and reading reflectively strategically through a variety of means including by selecting quality literature, including fiction and nonfiction texts, of appropriate, yet engaging, topics and reading levels; and
 - j. Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.
4. Writing. The candidate shall:
- a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, and written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing;
 - b. Demonstrate expertise in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing; and
 - c. Demonstrate expertise to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes.
5. Technology. The candidate shall demonstrate expertise in their use of technology for both process and product as they work to guide students with reading, writing, and research.
6. Leadership, coaching, and specialization. The candidate shall:
- a. Demonstrate an understanding of ~~child~~ developmental psychology, including personality and learning behaviors;
 - b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels;
 - c. Demonstrate an understanding of the significance of cultural contexts upon language;
 - d. Demonstrate an understanding of varying degrees of learning disabilities;

- e. Demonstrate expertise with educational measurement and evaluation including validity, reliability, and normative comparisons in test design and selections;
- f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;
- g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers;
- h. Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development;
- h i. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;
- i j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.; and
- jk. Demonstrate knowledge of current research and exemplary practices in English/reading;:
- l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing;: and
- m. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

8VAC20-542-5610. School counselor preK-12.

The school counselor preK-12 program shall ensure that the candidate has demonstrated the following competencies:

1. The ability to support students by cooperatively working with parents/guardians and teachers.
2. Understanding of the principles and theories of human growth and development throughout the lifespan and their implications for school ~~guidance and~~ counseling.
3. Understanding of the social and cultural foundations of education and their implications for school ~~guidance and~~ counseling programs.
4. Understanding of lifespan career development.
5. Understanding of the skills and processes for counseling students to include:

- a. Individual and group counseling for academic development;
 - b. Individual and group counseling for career development; and
 - c. Individual and group counseling for personal/social development.
6. Understanding of the knowledge, skills, and processes for providing developmental group guidance, including:
 - a. Academic development;
 - b. Career development; and
 - c. Personal/social development.
 7. Understanding of the skills and processes related to the school counseling program at the elementary, middle, and secondary levels, including:
 - a. Characteristics of learners at the elementary, middle, and secondary levels;
 - b. Program planning;
 - c. Coordination; and
 - d. Consultation; ~~And~~
 - e. ~~Staffing patterns.~~
 8. Understanding of the knowledge, skills, and processes of student appraisal and assessment relative to school guidance and counseling programs, including:
 - a. Individual assessment; and
 - b. Group assessment.
 9. Understanding of the school counseling professional, including:
 - a. Legal considerations;
 - b. Ethical considerations; and
 - c. Professional issues and standards.
 10. Understanding of the skills and processes of research and evaluation aimed at improving school ~~guidance and~~ counseling programs.

11. Understanding work-based learning methods of instruction such as internship, job shadowing, cooperative education, mentorship, service learning, clinical, and youth apprenticeship.
12. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
13. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
14. The program shall include at least 100 clock hours of internship and practicum experience in the preK-6 setting and 100 clock hours of internship and practicum experience in the grades 7-12 setting.

8VAC20-542-57620. School psychology.

- A. The school psychology program shall ensure that the candidate has demonstrated the following competencies:
 1. Knowledge of basic teaching and learning principles and the conditions under which they operate maximally (academic environment and “instructional match”).
 32. Knowledge and application of Psychological foundations of human functioning (biological bases of behavior; cultural diversity; infant, child, and adolescent development; effects of poverty and lack of opportunity on learning; interplay between behavior, learning and motivation; personality theory; human learning; and social bases of behavior and mental health) to ensure student academic achievement, and student growth and development, and mental health.
 43. Knowledge of and skill at applying Educational foundations of schooling (education of exceptional learners, ; evidence-based instructional and remedial interventions, techniques, and strategies; formative and summative evaluation; evidence-based behavioral interventions; and organization and operations of schools) to ensure effective collaboration with other school professionals toward implementing school practices that promote learning and mental health.
 44. Knowledge of various methods, skills, and processes for assessing students' cognitive-processes and abilities, and skill in administering a variety of such methods; knowledge of various methods for assessing student academic strengths and weaknesses, and skill in administering a variety of such methods; knowledge of various methods for assessing student performance, interpersonal emotional/social and behavioral functioning, and sensory-motor functioning, and skill in administering a variety of such methods; and knowledge of universal screening measures designed for early and tiered academic and behavioral intervention. Knowledge of a variety of

progress monitoring tools, especially student growth percentiles, and skill in implementing at least two such tools.

25. Understanding ~~and~~ of the knowledge, skills, and processes for ~~of~~ direct and indirect methods of academic and behavioral intervention, and proficiency in delivering such interventions including:

- a. Counseling on an individual, group, ~~or~~ and family basis;
- b. Consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies; and
- c. Designing and implementing individual and group behavior change programs; designing, implementing, and evaluating crisis intervention and threat (self-directed and other-directed) assessment programs; and
- d. Designing and implementing academic/instructional interventions.

56. Statistics and research design, measurement, and program evaluation.

67. The profession of ~~School~~ psychology applied to schools ~~profession,~~ including:

- a. Basic knowledge of the *Standards of Practice* promoted by the National Association of School Psychologists (NASP);
- b. Knowledge of and skill with several basic problem-solving schemes;
- c. Knowledge of and ability to identify the variety of mental health problems exhibited by infants, children, and adolescents (through age 21), including the ability to collaborate with other community-based professionals and private practitioners in providing “wraparound services” to the extent possible (*Systems of Care* philosophy);
- ad. History and foundations of school psychology;
- be. Legal and ethical issues of practicing in schools;
- ef. Professional issues and standards related to practicing as a psychologist in a public school setting; and
- eg. Knowledge of the ~~Roles and function of the school psychologist~~ all individuals practicing/working in a public school setting.

8. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

9. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
10. The candidate shall have earned a baccalaureate degree from a regionally accredited college or university and completed 60 graduate hours, 54 of which are academic coursework (exclusive of field-based experiences) that culminate in at least a master's degree.
11. The candidate shall complete an internship that is documented by the degree granting institution. 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., the school-based supervisor shall be licensed as either a school or clinical psychologist). The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited schooling setting.

8VAC20-542-~~586~~30. School social worker.

The school social worker program shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the knowledge, skills, and processes for direct and indirect intervention, including:
 - a. Facilitating integrated intervention efforts that emphasize primary prevention, early screening, and multi-tiered interventions that target multiple risk factors in various settings;
 - b. Identifying approaches that seek to improve individual and system factors contributing to academic success and data-informed decision making and intervention fidelity;
 - ac. Counseling on an individual, group, or family basis;
 - bd. Consulting with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies; and
 - ce. Networking/brokering with school programs and community agencies to provide essential services for families and children; and
 - df. Skills in collaborating with and facilitating collaboration among students, parents, members, administrators, teachers, and staff to identify ways to intervene early, reduce barriers to learning, and improve student outcomes.

2. Understanding of child development, psychopathology, social and environmental conditioning, cultural diversity, and family systems including:
 - a. Acknowledgement of the interrelatedness of various ecological systems such as education, juvenile justice, family/children's health, mental health, and child protective services; and
 - b. Knowledge of social problem impact on student performance and behaviors.
3. Understanding of the knowledge, skills, and processes for effective casework practice:
 - a. Examine factors in home, school, and/or community that impact students' educational performance and success; and
 - b. Assist in reducing identified barriers to learning.
4. Specialized knowledge and understanding of the organization and operations of school systems; including:
 - a. Historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation; and
 - b. Identifying and conveying the impact social problems, within ecological systems of home/school/community, have on student performance in the educational setting.
5. Understanding of the knowledge, skills, and processes involved with assessing and programming for exceptional students; including:
 - a. Skills in implementing systematic assessment, data gathering and interpretation at multiple levels, and developing action plans to address the areas of need;
 - b. Identifying and utilizing research-based interventions to enhance the educational opportunities and school performance of vulnerable and at-risk populations;
 - c. Providing leadership in developing prevention programs and policies with administrators that impact school climate, student learning, and academic success;
and
 - d. Ability to facilitate team decision making and problem-solving strategies.
6. Understanding of the school social work profession, including:
 - a. History and foundations of school ~~psychology~~ social work;
 - b. Legal and ethical issues;

- c. Professional issues and standards; and
 - d. The role and function of the school social worker- to include contextual variables influencing school social work roles and functions (e.g., political, legal, ethical, and value-based issues) that confront schools.
7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
 8. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.
 9. The candidate shall have earned a master's of social work degree from a regionally accredited college or university school of social work with a minimum of 60 graduate semester hours.
 10. The candidate shall complete a minimum of six graduate semester hours in education to include six semester hours from two of the following courses:
 - a. The teaching profession (3 semester hours);
 - b. Characteristics of special education (3 semester hours);
 - c. Human development and learning (3 semester hours); or
 - d. Classroom and behavior management (3 semester hours).
 11. The candidate shall complete 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. One year of successful, full-time experience as a school social worker in a public or accredited nonpublic school may be accepted in lieu of the school social work practicum.

~~8VAC20-542-590. Special education speech-language disorders preK-12.~~

- A. ~~The program in special education speech-language disorders preK-12 shall ensure that the candidate has demonstrated the following competencies:~~
 1. ~~Understanding of the knowledge, skills, and processes of communication, oral and written, as defined in the Virginia Standards of Learning and how these are interrelated in forming a sound foundation for the understanding of speech and language acquisition.~~
 2. ~~Understanding of the knowledge, skills and processes of:~~

- a. ~~Normal development and the use of speech, voice, hearing, and language;~~
 - b. ~~Basic sciences (biology and physics) and the basic communication sciences (acoustics, physiological processes of speech, hearing and linguistics); and~~
 - c. ~~Language acquisition and reading to include: phonemic awareness understanding of sound symbol relationships, phonics, syntax, semantics and comprehension of oral and written language.~~
3. ~~Understanding of current principles, procedures, techniques, and instruments in:~~
 - a. ~~The evaluation of speech, language, voice and hearing;~~
 - b. ~~Psycho-educational assessments; and~~
 - c. ~~Research design.~~
4. ~~Understanding of the knowledge, skills, and processes of:~~
 - a. ~~Various types of disorders of speech, language, voice and hearing classifications, causes, and manifestations; and~~
 - b. ~~Relationships among speech, language, voice and hearing problems, especially multiple disabling conditions.~~
5. ~~Understanding of the knowledge, skills, and processes for the use of:~~
 - a. ~~Augmentation in the habilitation, prevention and rehabilitation of disorders of articulation.~~
 - b. ~~The selection and use of evidenced based practices in the language, fluency, voice, resonance, and hearing.~~
6. ~~Understanding of the knowledge, skills, and processes of the evaluation and treatment of disorders of the oral and pharyngeal mechanisms as they relate to communication, including but not limited to dysphasia.~~
7. ~~A level of knowledge and skill in the use of:~~
 - a. ~~Augmentative and alternative communication devices;~~
 - b. ~~Modes of communication; and~~
 - c. ~~Strategies and techniques that promote or facilitate communication.~~

8. ~~Understanding of the knowledge, skills, and processes of service delivery and instruction, including:~~
 - a. ~~Organization and administration of public school programs to provide services for persons with speech language disorders; and~~
 - b. ~~Services available from related fields for those with communication disorders.~~
9. ~~Understanding of the knowledge, skills, and processes for educating special populations, including:~~
 - a. ~~Historical perspective;~~
 - b. ~~Characteristics of learners: developmental and cognitive;~~
 - c. ~~Medical aspects;~~
 - d. ~~Linguistic/multicultural aspects;~~
 - e. ~~Family aspects; and~~
 - f. ~~Program evaluation.~~
10. ~~Understanding of the knowledge, skills, and processes involved in the legal aspects associated with students with disabilities, including:~~
 - a. ~~Legislative and judicial mandates related to special education;~~
 - b. ~~Legal decisions related to persons with disabilities;~~
 - c. ~~Advocacy and self determination;~~
 - d. ~~Guardianship;~~
 - e. ~~Behavior management; and~~
 - f. ~~Disciplinary practices, policies and procedures, and alternative placements/programs in schools.~~
11. ~~The ability to understand and manage behavior, including:~~
 - a. ~~Behavior support systems;~~
 - b. ~~Individual planning; and~~
 - c. ~~Research in current practice.~~

~~12. Understanding of the current knowledge and scope of the profession and sensitivity to issues of diversity.~~

~~B. Completion of 375 clock hours of direct client contact, of which 100 shall be in a supervised educational setting and a minimum of 200 clock hours shall be in speech-language pathology. These clinical clock hours shall be distributed in each of the following areas: diagnosis, management of language disorders, management of voice disorders, management of articulation disorders, management of fluency disorders, and audiology.~~

8VAC20-542-6040. Vocational evaluator.

The vocational evaluator program shall ensure that the candidate has demonstrated the following competencies:

1. Understanding of the foundations of vocational evaluation and career assessment, including philosophy and process of vocational evaluation/assessment, use of occupational and labor market information, and functional aspects of ~~disability~~ physical, mental and intellectual disabilities.
2. Understanding of the basic concepts and skills of planning for and delivering vocational evaluation and career assessment services, including the use of vocational interviewing, individualized service planning, report development and communication, and use of modifications and accommodations.
3. Ability to modify standard instruments and to develop new instruments to respond to labor markets or individual needs.
4. Understanding of the federal and state laws and regulations pertaining to special education (IDEA), rehabilitation (Rehabilitation Act and the Americans with Disabilities Act.)
35. Understanding of the content, processes, and skills necessary to administer and report findings of standardized testing, including knowledge of tests and measurements and selection and use of appropriate instruments.
6. Above average communication skills in order to explain assessment information to school personnel, parents, students, and other service providers
7. Understanding of “natural supports” and assistive technology.
8. Ability to select, administer and interpret a wide assortment of evaluation instruments which includes commercial work sample systems, and situational assessments.

4 9. Understanding and knowledge of specific assessment techniques and skills and the processes for conducting vocational evaluation and career assessment, including:

- a. Job and training analysis;
- b. Work samples and systems;
- c. Situational and community-based assessment;
- d. Behavioral observation;
- e. Learning and functional skills assessment; and
- f. Work site assessment (ecological assessment).

10. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

11. Understanding of and proficiency in pedagogy to incorporate writing as an instructional/assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.