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## Fast-Track Regulation Agency Background Document

<b>Agency name</b>	State Board of Education
<b>Virginia Administrative Code (VAC) Chapter citation(s)</b>	8VAC20-543
<b>VAC Chapter title(s)</b>	Regulations Governing the Review and Approval of Education Programs in Virginia
<b>Action title</b>	Changes to Conform with the Virginia Literacy Act
<b>Date this document prepared</b>	10/24/24

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Order 19 (2022) (EO 19), any instructions or procedures issued by the Office of Regulatory Management (ORM) or the Department of Planning and Budget (DPB) pursuant to EO 19, the Regulations for Filing and Publishing Agency Regulations (1 VAC 7-10), and the *Form and Style Requirements for the Virginia Register of Regulations and Virginia Administrative Code*.

### Brief Summary

*Provide a brief summary (preferably no more than 2 or 3 paragraphs) of this regulatory change (i.e., new regulation, amendments to an existing regulation, or repeal of an existing regulation). Alert the reader to all substantive matters. If applicable, generally describe the existing regulation.*

Chapter 757 of the 2022 Acts of the Assembly Special Session 1 directs the Board of Education ("Board") to require, pursuant to regulation, each education preparation program offered by a public institution of higher education or private institution of higher education that provides training for any student seeking initial licensure by the Board of Education shall include a program of coursework and require all such students to demonstrate mastery in science-based reading research and evidence-based literacy instruction. The bill provides that, for any such student seeking initial licensure by the Board of Education as a teacher with an endorsement in early childhood, elementary education, or special education or with an endorsement as a reading specialist, ensure that reading coursework and field practice opportunities are a significant focus of the education preparation program. These regulatory changes are necessary and urgent since the provisions of this act shall become effective beginning with the 2024-2025 school year. This proposed regulatory action is necessary to conform with this change in

Virginia statutory law.

## Acronyms and Definitions

Define all acronyms used in this form, and any technical terms that are not also defined in the “Definitions” section of the regulation.

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“Board” means the Virginia Board of Education

“Department” means the Virginia Department of Education

## Statement of Final Agency Action

Provide a statement of the final action taken by the agency including: 1) the date the action was taken; 2) the name of the agency taking the action; and 3) the title of the regulation.

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On October 24, 2024, the Board approved the amendments to 8VAC20-543.

## Mandate and Impetus

Identify the mandate for this regulatory change and any other impetus that specifically prompted its initiation (e.g., new or modified mandate, petition for rulemaking, periodic review, or board decision). For purposes of executive branch review, “mandate” has the same meaning as defined in the ORM procedures, “a directive from the General Assembly, the federal government, or a court that requires that a regulation be promulgated, amended, or repealed in whole or part.”

Consistent with Virginia Code § 2.2-4012.1, also explain why this rulemaking is expected to be noncontroversial and therefore appropriate for the fast-track rulemaking process.

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This regulatory action was initiated as a result of changes to Virginia statutory law (Chapter 757).

## Legal Basis

Identify (1) the promulgating agency, and (2) the state and/or federal legal authority for the regulatory change, including the most relevant citations to the Code of Virginia and Acts of Assembly chapter number(s), if applicable. Your citation must include a specific provision, if any, authorizing the promulgating agency to regulate this specific subject or program, as well as a reference to the agency’s overall regulatory authority.

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The Board’s overall regulatory authority is found in § 22.1-16 of the Code of Virginia, which states that “[t]he Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of [Title 22.1 of the Code of Virginia].”

The Board’s regulatory authority over licensing requirements for school personnel is found in § 22.1-253.13:2(A) of the Code of Virginia, which states that “[t]he Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.” See also § 22.1-

298.1(B) (stating that “[t]he Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license.”).

Further, Chapter 757 of the 2022 Acts of the Assembly require the Board to update its regulations.

## Purpose

*Explain the need for the regulatory change, including a description of: (1) the rationale or justification, (2) the specific reasons the regulatory change is essential to protect the health, safety or welfare of citizens, and (3) the goals of the regulatory change and the problems it is intended to solve.*

The purpose of the regulatory change is to ensure that the Board’s regulations remain in compliance with the Code of Virginia.

## Substance

*Briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both. A more detailed discussion is provided in the “Detail of Changes” section below.*

Chapter 757 directs the Board to revise its regulations to require each education preparation program offered by a public institution of higher education or private institution of higher education that provides training for any student seeking initial licensure by the Board of Education to (i) include a program of coursework and require all such students to demonstrate mastery in science-based reading research and evidence-based literacy instruction and require such program of coursework and the student mastery required to be demonstrated therein to be consistent with definitions and expectations established by the Board of Education and the Department of Education after consultation with a commission consisting of independent literacy experts and stakeholders with knowledge of science-based reading research and evidence-based literacy instruction that has reviewed the relevant regulations and (ii) for any such student seeking initial licensure by the Board of Education as a teacher with an endorsement in early childhood, elementary education, or special education or with an endorsement as a reading specialist, ensure that reading course work and field practice opportunities are a significant focus of the education preparation program.

## Issues

*Identify the issues associated with the regulatory change, including: 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions; 2) the primary advantages and disadvantages to the agency or the Commonwealth; and 3) other pertinent matters of interest to the regulated community, government officials, and the public. If there are no disadvantages to the public or the Commonwealth, include a specific statement to that effect.*

The primary advantage to both the public and the agency is that the Board’s regulations will accurately reflect the contents of the Code of Virginia. There are no disadvantages to the public or the Commonwealth.

## Requirements More Restrictive than Federal

Identify and describe any requirement of the regulatory change which is more restrictive than applicable federal requirements. Include a specific citation for each applicable federal requirement, and a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements, or no requirements that exceed applicable federal requirements, include a specific statement to that effect.

There are no applicable federal requirements or requirements that exceed federal requirements.

### Agencies, Localities, and Other Entities Particularly Affected

Consistent with § 2.2-4007.04 of the Code of Virginia, identify any other state agencies, localities, or other entities particularly affected by the regulatory change. Other entities could include local partners such as tribal governments, school boards, community services boards, and similar regional organizations. "Particularly affected" are those that are likely to bear any identified disproportionate material impact which would not be experienced by other agencies, localities, or entities. "Locality" can refer to either local governments or the locations in the Commonwealth where the activities relevant to the regulation or regulatory change are most likely to occur. If no agency, locality, or entity is particularly affected, include a specific statement to that effect.

Other State Agencies Particularly Affected

No state agencies are particularly affected.

Localities Particularly Affected

No localities are particularly affected.

Other Entities Particularly Affected

No other entities are particularly affected.

### Economic Impact

Consistent with § 2.2-4007.04 of the Code of Virginia, identify all specific economic impacts (costs and/or benefits), anticipated to result from the regulatory change. When describing a particular economic impact, specify which new requirement or change in requirement creates the anticipated economic impact. Keep in mind that this is the proposed change versus the status quo.

#### Impact on State Agencies

For your agency: projected costs, savings, fees or revenues resulting from the regulatory change, including: a) fund source / fund detail; b) delineation of one-time versus on-going expenditures; and c) whether any costs or revenue loss can be absorbed within existing resources	None
For other state agencies: projected costs, savings, fees or revenues resulting from the regulatory change, including a delineation of one-time versus on-going expenditures.	None

For all agencies: Benefits the regulatory change is designed to produce.	The regulatory change is designed to ensure the Board's regulations comply with state law.
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**Impact on Localities**

If this analysis has been reported on the ORM Economic Impact form, indicate the tables (1a or 2) on which it was reported. Information provided on that form need not be repeated here.

Projected costs, savings, fees or revenues resulting from the regulatory change.	None
Benefits the regulatory change is designed to produce.	The regulatory change is designed to ensure the Board's regulations comply with state law.

**Impact on Other Entities**

If this analysis has been reported on the ORM Economic Impact form, indicate the tables (1a, 3, or 4) on which it was reported. Information provided on that form need not be repeated here.

Description of the individuals, businesses, or other entities likely to be affected by the regulatory change. If no other entities will be affected, include a specific statement to that effect.	None
Agency's best estimate of the number of such entities that will be affected. Include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that: a) is independently owned and operated and; b) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	None
All projected costs for affected individuals, businesses, or other entities resulting from the regulatory change. Be specific and include all costs including, but not limited to: a) projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses; b) specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the regulatory change; c) fees; d) purchases of equipment or services; and e) time required to comply with the requirements.	None
Benefits the regulatory change is designed to produce.	The regulatory change is designed to ensure the Board's regulations comply with state law.

**Alternatives to Regulation**

Describe any viable alternatives to the regulatory change that were considered, and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the regulatory change. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in § 2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulatory change.

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The regulatory action results from changes in the Code of Virginia and no alternatives were considered.

If this analysis has been reported on the ORM Economic Impact form, indicate the tables on which it was reported. Information provided on that form need not be repeated here.

### Regulatory Flexibility Analysis

Consistent with § 2.2-4007.1 B of the Code of Virginia, describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) establishing less stringent compliance or reporting requirements; 2) establishing less stringent schedules or deadlines for compliance or reporting requirements; 3) consolidation or simplification of compliance or reporting requirements; 4) establishing performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the regulatory change.

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The regulatory action results from changes in the Code of Virginia and no alternatives were considered. No small businesses will be impacted.

If this analysis has been reported on the ORM Economic Impact form, indicate the tables on which it was reported. Information provided on that form need not be repeated here.

### Public Participation

Indicate how the public should contact the agency to submit comments on this regulation, and whether a public hearing will be held, by completing the text below.

Consistent with § 2.2-4011 of the Code of Virginia, if an objection to the use of the fast-track process is received within the 30-day public comment period from 10 or more persons, any member of the applicable standing committee of either house of the General Assembly or of the Joint Commission on Administrative Rules, the agency shall: 1) file notice of the objections with the Registrar of Regulations for publication in the Virginia Register and 2) proceed with the normal promulgation process with the initial publication of the fast-track regulation serving as the Notice of Intended Regulatory Action.

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If you are objecting to the use of the fast-track process as the means of promulgating this regulation, please clearly indicate your objection in your comment. Please also indicate the nature of, and reason for, your objection to using this process.

The Department of Education is providing an opportunity for comments on this regulatory proposal, including but not limited to (i) the costs and benefits of the regulatory proposal and any alternative approaches, (ii) the potential impacts of the regulation, and (iii) the agency's regulatory flexibility analysis stated in this background document.

Anyone wishing to submit written comments for the public comment file may do so through the Public Comment Forums feature of the Virginia Regulatory Town Hall web site at: <https://townhall.virginia.gov>. Comments may also be submitted by mail, email or fax to Jim Chapman, Director of Board Relations, at

[jim.chapman@doe.virginia.gov](mailto:jim.chapman@doe.virginia.gov). In order to be considered, comments must be received by 11:59 pm on the last day of the public comment period.

## Detail of Changes

List all regulatory changes and the consequences of the changes. Explain the new requirements and what they mean rather than merely quoting the text of the regulation. For example, describe the intent of the language and the expected impact. Describe the difference between existing requirement(s) and/or agency practice(s) and what is being proposed in this regulatory change. Use all tables that apply, but delete inapplicable tables.

If an existing VAC Chapter(s) is being amended or repealed, use Table 1 to describe the changes between existing VAC Chapter(s) and the proposed regulation. If existing VAC Chapter(s) or sections are being repealed and replaced, ensure Table 1 clearly shows both the current number and the new number for each repealed section and the replacement section.

**Table 1: Changes to Existing VAC Chapter(s)**

Current chapter-section number	New chapter-section number, if applicable	Current requirements in VAC	Change, intent, rationale, and likely impact of new requirements
8VAC20-543-10		Provides definitions for terminology used within the chapter.	<p>Added definitions for “Evidence based-literacy instruction” and “Science-based reading research” which refer back to the definitions found in § 22.1-1 of the Code of Virginia.</p> <p>The intent of this change is to provide clarity and consistency to terminology used within the chapter.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact is that individuals referring to the chapter will have a clear understanding of what the terms being used mean.</p>
8VAC20-543-90		<p>Provides professional studies requirements for early/primary education, elementary education, and middle education.</p> <p>Reads in part:</p> <p>6. Language and Literacy.                      a. Early/primary education preK-3 and elementary education preK-6 language acquisition and reading and</p>	<p>The language will be amended to read:</p> <p>6. Language and Literacy.                      a. Early/primary education preK-3 and elementary education preK-6 language acquisition and reading and writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning</p>

		<p>writing. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.</p> <p>b. Middle education - language acquisition and reading development and literacy in the content areas</p> <p>Literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in areas of English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction text and independent reading for adolescent readers.</p>	<p>teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience. <u>Skills listed for these endorsement areas need to include science-based reading research and evidence-based literacy instruction. As required by the Virginia Literacy Act, students must demonstrate mastery of understanding mastery of understanding science-based reading research and evidence-based literacy instruction.</u></p> <p>b. Middle education - language acquisition and reading development and literacy in the content areas</p> <p>Literacy in the content areas: Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in areas of English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and to listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of <u>literary and informational texts</u> and independent reading for adolescent readers.</p> <p>The intent behind this change is to conform with changes in Virginia Statutory law.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p>
<p>8VAC20-543-110</p>		<p>Requires that programs for early/primary education preK-3 shall ensure that candidates demonstrate certain competencies</p> <p>Requires in part:</p>	<p>The language will be amended to read:</p> <p>2. Knowledge and skills.  a. Reading and English. Understanding of the content, knowledge, skills, dispositions, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for</p>



		<p>2. Knowledge and skills.</p> <p>a. Reading and English. Understanding of the content, knowledge, skills, dispositions, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including oral language (speaking and listening), reading, and writing, and how these standards provide the core for teaching English in grades preK-3 (early/primary licensure).</p> <p>1) Assessment and diagnostic teaching. The individual shall:</p> <p>(a) Be proficient in the use of both formal and informal assessment as screening, diagnostic, and progress monitoring measures for the component of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and</p> <p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p> <p>(2) Oral communication. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching oral language, such as speaking and listening;</p> <p>(b) Be proficient in developing students' phonological awareness skills;</p> <p>(c) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p>	<p>Four-Year-Olds and the Virginia Standards of Learning for English, including oral language (speaking and listening), reading, and writing, and how these standards provide the core for teaching English in grades preK-3 (early/primary licensure). <u>Coursework must be grounded in evidence-based literacy instruction and science-based reading research.</u></p> <p>(1) Assessment and diagnostic teaching. The individual shall:</p> <p>(a) Be proficient in the use of both formal and informal <u>assessments that are aligned with science-based reading research</u> as screening, diagnostic, and progress monitoring measures for the component of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension; and</p> <p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation <u>for foundational literacy skills.</u></p> <p>(2) Oral communication. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching oral language, such as speaking and listening;</p> <p>(b) Be proficient in developing students' phonological awareness skills;</p> <p>(c) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p> <p>(d) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, and choral and oral reading; <u>and</u></p> <p>(e) <u>Demonstrate the ability to support students' language development and how students' oral language contributes to literacy development.</u></p> <p>(3) Reading and literature. The individual shall demonstrate the following competencies:</p> <p>(a) <u>Be proficient in explicit phonemic awareness instruction, with an emphasis on phonemic blending and segmentation with print;</u></p> <p>(b) Be proficient in explicit phonics instruction, including an understanding of sound and symbol relationships,</p>
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	<p>(d) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, and choral and oral reading.</p> <p>3) Reading and literature. The individual shall demonstrate the following competencies:</p> <p>(a) Be proficient in explicit phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;</p> <p>(b) Be proficient in strategies to increase vocabulary and concept development;</p> <p>(c) Be proficient in the structure of the English language, including an understanding of syntax;</p> <p>(d) Be proficient in reading comprehension strategies for (i) fiction and nonfiction text predicting, retelling, and summarizing and (ii) guiding students to make connections beyond the text;</p> <p>(e) Demonstrate the ability to develop comprehension skills in all content areas;</p> <p>(f) Demonstrate the ability to foster the appreciation of a variety of literature;</p> <p>(g) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and</p> <p>(h) 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.</p> <p>(4) Writing. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the</p>	<p>syllables, phonemes, morphemes, word analysis, and decoding skills;</p> <p><u>(c) Be proficient in strategies to increase vocabulary and support students developing academic background knowledge;</u></p> <p><u>(d) Be proficient in the structure of the English language, including an understanding of syntax and how sentence structure can impact reading comprehension;</u></p> <p><u>(e) Be proficient in reading comprehension strategies for (i) literary and informational texts, including predicting, retelling, and summarizing and (ii) guiding students to make connections beyond the text;</u></p> <p><u>(f) Demonstrate the ability to develop comprehension skills in all content areas and build academic background knowledge;</u></p> <p><u>(g) Demonstrate the ability to foster the appreciation of a variety of literature;</u></p> <p><u>(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction literary and informational texts of appropriate yet engaging topics; and</u></p> <p><u>(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.</u></p> <p>(4) Writing. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including <u>handwriting, spelling, and composition skills</u> (composing, written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing);</p> <p>(b) Understand spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";</p> <p><u>(c) Understand how a student's spelling can give insight about students' phonological, orthographical, and morphological knowledge of how words work;</u></p> <p><u>(d) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on</u></p>
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		<p>domains of composing, written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;</p> <p>(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling"; and</p> <p>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process of planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes.</p>	<p>the writing process of planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes.</p> <p>The intent behind this change is to conform with changes in Virginia Statutory law.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p>
<p>8VAC20-543-120</p>		<p>Sets requirements for programs in elementary education preK-6.</p> <p>Reads in part:</p> <p>2. Knowledge and skills.</p> <p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure.</p>	<p>The text will be amended to read:</p> <p>2. Knowledge and skills.</p> <p>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in grades preK-6 or elementary licensure. <u>Coursework needs to be grounded in evidenced-based literary instruction and science-based reading research.</u></p> <p>(1)Assessment and diagnostic teaching. The individual shall:</p> <p>(a) Be proficient in the use of both formal and informal <u>assessments that are aligned with science-based reading</u></p>

		<p>(1) Assessment and diagnostic teaching. The individual shall:</p> <p>(a) Be proficient in the use of both formal and informal assessment as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and</p> <p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.</p> <p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p> <p>(b) Be proficient in developing students' phonological awareness skills;</p> <p>(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;</p> <p>(d) Demonstrate effective strategies for facilitating the learning of standard English</p>	<p><u>research</u> as screening diagnostic, and progress monitoring measures for the components of reading: phonemic awareness, letter recognition, decoding, fluency, vocabulary, and comprehension; and</p> <p>(b) Be proficient in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation <u>for both foundational literacy skills and reading comprehension.</u></p> <p>(2) Communication: speaking, listening, and media literacy. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching communication, such as speaking, listening, and media literacy;</p> <p>(b) Be proficient in developing students' phonological awareness skills;</p> <p>(c) Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate;</p> <p>(d) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and</p> <p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading; <u>and</u></p> <p>(f) <u>Demonstrate the ability to support students' language development based on how students' oral language contributes to literacy development.</u></p> <p>(3) Reading and literature. The individual shall:</p> <p><u>(a) Be proficient in explicit phonemic awareness instruction, with an emphasis on phonemic blending and segmentation with print;</u></p> <p><u>((b) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol</u></p>
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	<p>by speakers of other languages and dialects; and</p> <p>(e) Demonstrate the ability to promote creative thinking and expression, such as through storytelling, drama, choral and oral reading.</p> <p>(3) Reading and literature. The individual shall:</p> <p>(a) Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;</p> <p>(b) Be proficient in strategies to increase vocabulary and concept development;</p> <p>(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;</p> <p>(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;</p> <p>(e) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody);</p> <p>(f) Demonstrate the ability to develop comprehension skills in all content areas;</p> <p>(g) Demonstrate the ability to foster appreciation of a variety of literature;</p>	<p>relationships, syllables, phonemes, morphemes, word analysis, and decoding skills;</p> <p><u>(c) Be proficient in strategies to increase vocabulary and to support students developing academic background knowledge;</u></p> <p><u>(d) Be proficient in the structure of the English language, including an understanding of syntax and semantics and how sentence structure can affect reading comprehension;</u></p> <p><u>(e) Be proficient in reading comprehension strategies for both literary and informational texts, including questioning, predicting, inferencing, summarizing, clarifying, evaluating, and making connections;</u></p> <p><u>(f) Demonstrate the ability to support students to read with fluency, accuracy, and meaningful expression (prosody) and understand how fluency supports students' reading comprehension;</u></p> <p><u>(g) Demonstrate the ability to develop comprehension skills in all content areas and build academic background knowledge;</u></p> <p><u>(h) Understand the importance of promoting independent reading by selecting literary and informational texts of appropriate yet engaging topics and to foster appreciation of a variety of literature;</u></p> <p><u>(i) Demonstrate the ability to scaffold and support all students reading and comprehending complex, grade-level texts using Virginia's Approach to Text Complexity found in the English Standards of Learning; and</u></p> <p><u>(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.</u></p> <p>(4) Writing. The individual shall:</p>
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		<p>(h) Understand the importance of promoting independent reading by selecting fiction and nonfiction texts of appropriate yet engaging topics and reading levels; and</p> <p>(i) Demonstrate effective strategies for teaching students to view, interpret, analyze, and represent information and concepts in visual form with or without the spoken or written word.</p> <p>(4) Writing. The individual shall:</p> <p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing;</p> <p>(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";</p> <p>(c) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</p> <p>(d) Demonstrate the ability to facilitate student research</p>	<p>(a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including <u>handwriting, spelling, and composition skills</u> (written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing);</p> <p>(b) Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling";</p> <p><u>(c) Understand how a student's spelling can give insight about such student's phonological, orthographical, and morphological knowledge of how words work;</u></p> <p><u>(d) Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes; and</u></p> <p><u>(e) Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</u></p> <p>The intent behind this change is to conform with changes in Virginia Statutory law.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p>
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		<p>and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.</p>	
<p>8VAC20-543-130</p>		<p>Requires programs in middle education 6-8 with at least one area of academic to ensure that certain competencies are demonstrated.</p> <p>Reads in part:</p> <p>2. English.</p> <p>a. Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics, and the writing process of planning, drafting, revising, editing, and publishing;</p> <p>b. Possession of the skills necessary to teach the writing process, to differentiate among the forms of writing (narrative, descriptive, informational, and persuasive), and to use computers and other available technology;</p> <p>c. Understanding of and knowledge in grammar, usage, and mechanics and its integration in writing;</p> <p>d. Understanding and the nature and development of language and its impact on vocabulary development and spelling;</p> <p>e. Understanding of and knowledge in techniques and strategies to enhance reading comprehension and fluency;</p>	<p>Language will be amended to read:</p> <p>2. English.</p> <p><u>a. Reading and English. Understanding of the content, knowledge, skills, and processes for teaching the Virginia Standards of Learning for English, including communication (speaking, listening, and media literacy), reading, writing, and research and how these standards provide the core for teaching English in middle grades licensure. Coursework needs to be grounded in evidence-based literacy instruction and science-based reading research.</u></p> <p><u>b. Be proficient in the use of both formal and informal assessments that are aligned with science-based reading research.</u></p> <p>c. Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics, and the writing process of planning, drafting, revising, editing, and publishing;</p> <p>d. Possession of the skills necessary to teach the writing process, to differentiate among the forms of writing (narrative, descriptive, informational, and persuasive), and to use computers and other available technology;</p> <p>e. Understanding of and knowledge in grammar, usage, and mechanics and its integration in writing;</p> <p>f. Understanding and the nature and development of language and its impact on vocabulary development and spelling;</p> <p><u>g. Be proficient in strategies to increase vocabulary and support students developing academic background knowledge;</u></p>

		<p>f. Understanding of and knowledge in the instruction of speaking, listening, collaboration, and media literacy;</p> <p>g. Knowledge of varied works from current and classic young adult literature appropriate for English instruction of fiction, nonfiction, and poetry; and</p> <p>h. Skills necessary to teach research techniques, including evaluating, organizing, crediting, and synthesizing information.</p>	<p><u>h. Be proficient in strategies to support student's spelling using orthographical, and morphological knowledge of words.</u></p> <p><u>i. Understanding of and knowledge in techniques and strategies to enhance reading comprehension and fluency;</u></p> <p><u>j. Understanding of and knowledge in the instruction of speaking, listening, collaboration, and media literacy;</u></p> <p><u>k. Knowledge of varied works from current and classic young adult literature appropriate for English instruction of fiction, nonfiction, and poetry; and</u></p> <p><u>l. Skills necessary to teach research techniques, including evaluating, organizing, crediting, and synthesizing information.</u></p> <p>The intent behind this change is to conform with changes in Virginia Statutory law.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p>
<p>8VAC20-543-140</p>		<p>Provides professional studies requirements for prek-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.</p> <p>Reads in part:</p> <p>6. Language and literacy.</p> <p>a. Adult education, preK-12, and secondary grades 6-12 literacy in the content areas. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social sciences, and other content</p>	<p>The language will be amended to read:</p> <p>6. Language and literacy.</p> <p>a. Adult education, preK-12, and secondary grades 6-12 literacy in the content areas. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social sciences, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of <u>literary and informational</u> texts and independent reading for adolescent learners. <u>Skills</u></p>



		<p>areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.</p>	<p><u>listed for these endorsement areas need to include science-based reading research and evidence-based literary instruction. As required by the Virginia Literacy Act, students must demonstrate mastery of understanding science-based reading research and evidence-based literacy instruction.</u></p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA. The intent behind this change is to conform with changes in Virginia Statutory law.</p>
<p>8VAC20-543-470</p>		<p>Requires that programs in special education visual impairments prek-12 are designed to ensure through course work and field experiences in a variety of settings that a candidate has demonstrated certain competencies.</p> <p>Reads in part:</p> <p>4. Understanding of service delivery, classroom and behavior management, and instruction for students who are blind and visually impaired, including:</p> <p>a. The application of current research and evidence-based practice;</p> <p>b. Classroom organization and curriculum development;</p> <p>c. Curriculum adaptations and accommodations;</p> <p>d. The development of language and literacy skills;</p> <p>e. The use of technology in teaching and instructing</p>	<p>The language will be amended to read:</p> <p>4. Understanding of service delivery, classroom and behavior management, and instruction for students who are blind and visually impaired, including:</p> <p>a. The application of current research and evidence-based practice;</p> <p>b. Classroom organization and curriculum development;</p> <p>c. Curriculum adaptations and accommodations;</p> <p>d. The development of language and literacy skills <u>that align with evidence-based literacy instruction and science-based reading research;</u></p> <p>e. The use of technology in teaching and instructing students to use assistive technologies to promote learning and provide access to the general education curriculum;</p> <p>f. Classroom management, including behavior support systems and individual planning;</p> <p>g. Methods and procedures for teaching students with visual impairments;</p>

		<p>students to use assistive technologies to promote learning and provide access to the general education curriculum;</p> <p>f. Classroom management, including behavior support systems and individual planning;</p> <p>g. Methods and procedures for teaching students with visual impairments;</p> <p>h. Instructional programming and modifications of curriculum to facilitate inclusion of students with blindness and visual impairment in programs and services with sighted and typically developing peers;</p> <p>i. Individual and group behavior management techniques;</p> <p>j. Career and vocational aspects of individuals with disabilities, including persons with visual impairments, including knowledge of careers, vocational opportunities, and transition from school to work; and</p> <p>k. Social and recreational skills and resources for individuals with visual impairments, including methods and materials for assessing and teaching activities of daily living.</p>	<p>h. Instructional programming and modifications of curriculum to facilitate inclusion of students with blindness and visual impairment in programs and services with sighted and typically developing peers;</p> <p>i. Individual and group behavior management techniques;</p> <p>j. Career and vocational aspects of individuals with disabilities, including persons with visual impairments, including knowledge of careers, vocational opportunities, and transition from school to work; and</p> <p>k. Social and recreational skills and resources for individuals with visual impairments, including methods and materials for assessing and teaching activities of daily living.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p> <p>The intent behind this change is to conform with changes in Virginia Statutory law.</p>
<p>8VAC20-543-480</p>		<p>Requires that programs in special education deaf and hard of hearing prek-12 are designed to ensure through course work and field experiences in a variety of settings that a candidate has demonstrated certain competencies.</p>	<p>The language will be amended to read:</p> <p>4. Understanding of service delivery, classroom and behavior management, and instruction, including:</p> <p>a. The application of current research in practice;</p> <p>b. Classroom organization and curriculum development;</p>

		<p>Reads in part:</p> <p>4. Understanding of service delivery, classroom and behavior management, and instruction, including:</p> <p>a. The application of current research in practice;</p> <p>b. Classroom organization and curriculum development;</p> <p>c. Curriculum adaptations and accommodations;</p> <p>d. The development of language and literacy skills;</p> <p>e. The use of technology to promote student learning;</p> <p>f. Classroom and behavior management, including behavior support systems and individual planning;</p> <p>g. Evidence-based strategies and procedures for teaching persons who are deaf or hard of hearing;</p> <p>h. Instructional programming and modifications of curriculum to facilitate inclusion of students with disabilities into the continuum of programs and services with peers without disabilities;</p> <p>i. Strategies to promote successful socialization of students who are deaf or hard of hearing with their hearing peers; and</p> <p>j. Career and vocational skill development of individuals with disabilities, including persons who are deaf or hard of hearing and who may have additional needs.</p>	<p>c. Curriculum adaptations and accommodations;</p> <p>d. The development of language and literacy skills <u>that align with evidence-based evidence-based literacy instruction and science-based reading research</u>;</p> <p>e. The use of technology to promote student learning;</p> <p>f. Classroom and behavior management, including behavior support systems and individual planning;</p> <p>g. Evidence-based strategies and procedures for teaching persons who are deaf or hard of hearing;</p> <p>h. Instructional programming and modifications of curriculum to facilitate inclusion of students with disabilities into the continuum of programs and services with peers without disabilities;</p> <p>i. Strategies to promote successful socialization of students who are deaf or hard of hearing with their hearing peers; and</p> <p>j. Career and vocational skill development of individuals with disabilities, including persons who are deaf or hard of hearing and who may have additional needs.</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p> <p>The intent behind this change is to conform with changes in Virginia Statutory law.</p>
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<p>8VAC20-543</p>	<p>Describes core competencies to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible that programs in special education general curriculum K-12 that a candidate must demonstrate through coursework and field experiences.</p> <p>Reads in part:</p> <p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</p> <p>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels;</p> <p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and 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</p>	<p>The language will be amended to read:</p> <p>3. Instructional strategies for reading and writing.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</p> <p>a. Curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessments that are based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary levels. <u>Coursework needs to be grounded in evidence-based literacy instruction and science-based reading research;</u></p> <p>b. Foundational knowledge of reading and writing that includes an understanding of the complex nature of language acquisition and reading, such as reading competencies found in the professional studies requirements. Skills in this area include: phonemic awareness, an understanding of sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, semantics, <u>and how sentence structure can impact reading comprehension.</u> Additional skills shall include proficiency in a wide variety of comprehension, vocabulary, <u>and the process of planning, drafting, revising, editing and publishing,</u> as well <u>understanding the importance of promoting independent reading by selecting literary and informational texts of appropriate yet engaging topics to foster appreciation of a variety of literature</u> and reading and writing across content areas;</p> <p>The rationale behind this change is to conform with changes in Virginia Statutory law.</p> <p>The likely impact of this change is that users will be aware of current requirements enacted by the VLA.</p>
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		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;	The intent behind this change is to conform with changes in Virginia Statutory law.
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If a new VAC Chapter(s) is being promulgated and is not replacing an existing Chapter(s), use Table 2.

**Table 2: Promulgating New VAC Chapter(s) without Repeal and Replace**

New chapter-section number	New requirements	Other regulations and law that apply	Intent and likely impact of new requirements

If the regulatory change is replacing an **emergency regulation**, and the proposed regulation is identical to the emergency regulation, complete Table 1 and/or Table 2, as described above.

If the regulatory change is replacing an **emergency regulation**, but changes have been made since the emergency regulation became effective, also complete Table 3 to describe the changes made since the emergency regulation.

**Table 3: Changes to the Emergency Regulation**

Emergency chapter-section number	New chapter-section number, if applicable	Current <u>emergency</u> requirement	Change, intent, rationale, and likely impact of new or changed requirements since emergency stage