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## SENATE BILL NO. 1196

Offered January 13, 2021

Prefiled January 11, 2021

A *BILL to amend and reenact §§ 22.1-253.13:5 and 22.1-298.1 of the Code of Virginia and to amend the Code of Virginia by adding a section numbered 22.1-298.7, relating to teachers and other licensed school board employees; cultural competency.*

Patrons—Locke, Bell, Boysko and McClellan

Referred to Committee on Education and Health

**Be it enacted by the General Assembly of Virginia:**

**1. That §§ 22.1-253.13:5 and 22.1-298.1 of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding a section numbered 22.1-298.7 as follows:**

**§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.**

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. *Evaluations shall include an evaluation of cultural competency.*

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals, and superintendents to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (a) instructional content; (b) the preparation of tests and

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59 other assessment measures; (c) methods for assessing the progress of individual students, including  
60 Standards of Learning assessment materials or other criterion-referenced tests that match locally  
61 developed objectives; (d) instruction and remediation techniques in English, mathematics, science, and  
62 history and social science; (e) interpreting test data for instructional purposes; (f) technology applications  
63 to implement the Standards of Learning; and (g) effective classroom management.

64 F. Schools and school divisions shall include as an integral component of their comprehensive plans  
65 required by § 22.1-253.13:6, high-quality professional development programs that support the  
66 recruitment, employment, and retention of qualified teachers and principals. Each school board shall  
67 require all instructional personnel to participate each year in these professional development programs.

68 G. Each local school board shall annually review its professional development program for quality,  
69 effectiveness, participation by instructional personnel, and relevancy to the instructional needs of  
70 teachers and the academic achievement needs of the students in the school division.

71 **§ 22.1-298.1. Regulations governing licensure.**

72 A. As used in this section:

73 "Alternate route to licensure" means a nontraditional route to teacher licensure available to  
74 individuals who meet the criteria specified in the guidelines developed pursuant to subsection N or  
75 regulations issued by the Board of Education.

76 "Industry certification credential" means an active career and technical education credential that is  
77 earned by successfully completing a Board of Education-approved industry certification examination,  
78 being issued a professional license in the Commonwealth, or successfully completing an occupational  
79 competency examination.

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

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

85 "Provisional license" means a nonrenewable license issued by the Board of Education for a specified  
86 period of time, not to exceed three years, to an individual who may be employed by a school division in  
87 the Commonwealth and who generally meets the requirements specified in the Board of Education's  
88 regulations for licensure, but who may need to take additional coursework, pass additional assessments,  
89 or meet alternative evaluation standards to be fully licensed with a renewable license.

90 "Renewable license" means a license issued by the Board of Education for 10 years to an individual  
91 who meets the requirements specified in the Board of Education's regulations.

92 B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of  
93 teachers and other school personnel required to hold a license. Such regulations shall include procedures  
94 for (i) the denial, suspension, cancellation, revocation, and reinstatement of licensure; (ii) written  
95 reprimand of license holders on grounds established by the Board, in accordance with law, notice of  
96 which shall be made by the Superintendent of Public Instruction to division superintendents or their  
97 designated representatives; and (iii) the immediate and thorough investigation by the division  
98 superintendent or his designee of any complaint alleging that a license holder has engaged in conduct  
99 that may form the basis for the revocation of his license. At a minimum, such procedures for  
100 investigations contained in such regulations shall require (a) the division superintendent to petition for  
101 the revocation of the license upon completing such investigation and finding that there is reasonable  
102 cause to believe that the license holder has engaged in conduct that forms the basis for revocation of a  
103 license; (b) the school board to proceed to a hearing on such petition for revocation within 90 days of  
104 the mailing of a copy of the petition to the license holder, unless the license holder requests the  
105 cancellation of his license in accordance with Board regulations; and (c) the school board to provide a  
106 copy of the investigative file and such petition for revocation to the Superintendent of Public Instruction  
107 at the time that the hearing is scheduled. The Board of Education shall revoke the license of any person  
108 for whom it has received a notice of dismissal or resignation pursuant to subsection F of § 22.1-313 and,  
109 in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all  
110 rights to any administrative appeal provided by § 63.2-1526 have been exhausted. Regardless of the  
111 authority of any other agency of the Commonwealth to approve educational programs, only the Board of  
112 Education shall have the authority to license teachers to be regularly employed by school boards,  
113 including those teachers employed to provide nursing education.

114 The Board of Education shall prescribe by regulation the licensure requirements for teachers who  
115 teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching  
116 online courses. Teachers who hold a 10-year renewable license issued by the Board of Education may  
117 teach online courses for which they are properly endorsed.

118 C. The Board of Education's regulations shall include requirements that a person seeking initial  
119 licensure:

120 1. Demonstrate proficiency in the relevant content area, communication, literacy, and other core skills

for educators by achieving a qualifying score on professional assessments or meeting alternative evaluation standards as prescribed by the Board;

2. Complete study in attention deficit disorder;

3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and

4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

D. In addition, such regulations shall include requirements that:

1. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;

2. Every person seeking renewal of a license shall complete all renewal requirements, including professional development in a manner prescribed by the Board, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education;

3. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall (i) be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training;

4. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille;

5. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Board may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential;

6. Every person seeking initial licensure or renewal of a license shall complete awareness training, provided by the Department of Education, on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia;

7. Every person seeking initial licensure or renewal of a license with an endorsement as a school counselor shall complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse; ~~and~~

8. Every person seeking initial licensure as a teacher who has not received the instruction described in subsection D of § 23.1-902 shall receive instruction or training on positive behavior interventions and supports; crisis prevention and de-escalation; the use of physical restraint and seclusion, consistent with regulations of the Board of Education; and appropriate alternative methods to reduce and prevent the need for the use of physical restraint and seclusion;

9. Every person seeking initial licensure or renewal of a license shall complete instruction or training in cultural competency; and

10. Every person seeking initial licensure or renewal of a license with an endorsement in history and social sciences shall complete instruction in African American history, as prescribed by the Board.

E. No teacher who seeks a provisional license shall be required to meet any requirement set forth in subdivision D 1, 3, 6, or 8 as a condition of such licensure, but each such teacher shall complete each such requirement during the first year of provisional licensure.

F. The Board shall issue a license to an individual seeking initial licensure who has not completed professional assessments as prescribed by the Board, if such individual (i) holds a provisional license that will expire within three months or, at the discretion of the school board and division superintendent, within six months if the individual has received a satisfactory mid-year performance review in the current school year; (ii) is employed by a school board; (iii) is recommended for licensure by the division superintendent; (iv) has attempted, unsuccessfully, to obtain a qualifying score on the professional assessments as prescribed by the Board; (v) has received an evaluation rating of proficient or above on the performance standards for each year of the provisional license, and such evaluation was conducted in a manner consistent with the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents; and (vi) meets all other requirements

182 for initial licensure.

183 G. Each local school board or division superintendent may waive for any individual whom it seeks to  
184 employ as a career and technical education teacher and who is also seeking initial licensure or renewal  
185 of a license with an endorsement in the area of career and technical education any applicable  
186 requirement set forth in subsection C or subdivision D 2, 4, or 6.

187 H. The Board's regulations shall require that initial licensure for principals and assistant principals be  
188 contingent upon passage of an assessment as prescribed by the Board.

189 I. The Board shall establish criteria in its regulations to effectuate the substitution of experiential  
190 learning for coursework for those persons seeking initial licensure through an alternate route as defined  
191 in Board regulations. Such alternate routes shall include eligibility for any individual to receive,  
192 notwithstanding any provision of law to the contrary, a renewable one-year license to teach in public  
193 high schools in the Commonwealth if he has:

194 1. Received a graduate degree from a regionally accredited institution of higher education;

195 2. Completed at least 30 credit hours of teaching experience as an instructor at a regionally  
196 accredited institution of higher education;

197 3. Received qualifying scores on the professional teacher's assessments prescribed by the Board,  
198 including the communication and literacy assessment and the content-area assessment for the  
199 endorsement sought; and

200 4. Met the requirements set forth in subdivisions D 1 and 3.

201 J. Notwithstanding any provision of law to the contrary, the Board (i) may provide for the issuance  
202 of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 5 or to  
203 any person who does not meet the requirements of this section or any other requirement for licensure  
204 imposed by law and (ii) shall provide for the issuance of a provisional license, valid for a period not to  
205 exceed three years, to any former member of the Armed Forces of the United States or the Virginia  
206 National Guard who has received an honorable discharge and has the appropriate level of experience or  
207 training but does not meet the requirements for a renewable license.

208 K. The Board's licensure regulations shall also provide for licensure by reciprocity:

209 1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching  
210 license and national certification from the National Board for Professional Teaching Standards or a  
211 nationally recognized certification program approved by the Board of Education. The application for  
212 such individuals shall require evidence of such valid licensure and national certification and shall not  
213 require official student transcripts;

214 2. For any spouse of an active duty member of the Armed Forces of the United States or the  
215 Commonwealth who has obtained a valid out-of-state license, with full credentials and without  
216 deficiencies, that is in force at the time the application for a Virginia license is received by the  
217 Department of Education. Each such individual shall establish a file in the Department of Education by  
218 submitting a complete application packet, which shall include official student transcripts. No service  
219 requirements or licensing assessments shall be required for any such individual; and

220 3. For individuals who have obtained a valid out-of-state license, with full credentials and without  
221 deficiencies, that is in force at the time the application for a Virginia license is received by the  
222 Department of Education. Each such individual shall establish a file in the Department of Education by  
223 submitting a complete application packet, which shall include official student transcripts. No service  
224 requirements or licensing assessments shall be required for any such individual.

225 L. The Board shall include in its regulations an alternate route to licensure for elementary education  
226 preK-6 and an alternate route to licensure for special education general curriculum K-12. Each such  
227 alternate route to licensure shall require individuals to (i) meet the qualifying scores on the content area  
228 assessment prescribed by the Board for the endorsements sought and (ii) complete an alternative  
229 certification program that provides training in the pedagogy and methodology of the respective content  
230 or special education areas prescribed by the Board. The curriculum of any such alternative certification  
231 program shall be approved by the Board. Nothing in this subsection shall preclude the Board from  
232 establishing other alternate routes to licensure.

233 M. The Board, in its regulations providing for licensure by reciprocity established pursuant to  
234 subsection K, shall (i) permit applicants to submit third-party employment verification forms and (ii)  
235 grant special consideration to individuals who have successfully completed a program offered by a  
236 provider that is accredited by the Council for the Accreditation of Educator Preparation.

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

243 ***§ 22.1-298.7. Teachers and other licensed school board employees; cultural competency training.***

244     *Each school board shall adopt and implement policies that require each teacher and any other*  
245     *school board employee holding a license issued by the Board to complete cultural competency training,*  
246     *in accordance with guidance issued by the Board, at least every two years.*  
247     **2. That no later than December 31, 2021, the Board of Education shall issue guidance that**  
248     **establishes minimum standards for the cultural competency training required pursuant to**  
249     **§ 22.1-298.7 of the Code of Virginia, as created by this act.**  
250     **3. That each school board employee who is required to complete a cultural competency training**  
251     **pursuant to § 22.1-298.7 of the Code of Virginia, as created by this act, shall complete at least one**  
252     **such training no later than the beginning of the 2022-2023 school year.**