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SENATE BILL NO. 72

AMENDMENT IN THE NATURE OF A SUBSTITUTE
(Proposed by the Senate Committee on Education and Health
on February 1, 2024)

(Patron Prior to Substitute—Senator McPike)

A BILL to amend and reenact §§ 22.1-1, as it shall become effective, 22.1-253.13:3, and 22.1-253.13:5, as it shall become effective, of the Code of Virginia, relating to Board of Education; creation and maintenance of Virginia Parent Data Portal; report.

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-1, as it shall become effective, 22.1-253.13:3, and 22.1-253.13:5, as it shall become effective, of the Code of Virginia are amended and reenacted as follows:

§ 22.1-1. (For effective date, see Acts 2022, cc. 549, 550, cl. 2) Definitions.

As used in this title, unless the context requires a different meaning:

"Board" or "State Board" means the Board of Education.

"Department" means the Department of Education.

"Division superintendent" means the division superintendent of schools of a school division.

"Elementary" includes kindergarten.

"Elementary and secondary" and "elementary or secondary" include elementary, middle, and high school grades.

"Evidence-based literacy instruction" means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students' reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students.

"Governing body" or "local governing body" means the board of supervisors of a county, council of a city, or council of a town, responsible for appropriating funds for such locality, as the context may require.

"Middle school" means separate schools for early adolescents and the middle school grades that might be housed at elementary or high schools.

"Parent" or "parents" means any parent, guardian, legal custodian, or other person having control or charge of a child.

"Person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

"School board" means the school board that governs a school division.

"Science-based reading research" means research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

"State-supported assessment" means any assessment made available statewide by the Board for administration by local school divisions to students in pre-kindergarten through grade 12, including any (i) Standards of Learning Assessment described in § 22.1-253.13:3, (ii) grades three through eight reading or mathematics through-year growth assessment described in § 22.1-253.13:3, and (iii) screeners provided by the Department.

"Superintendent" means the Superintendent of Public Instruction.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

A. The Board shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include (i) student outcome and growth measures, (ii) requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, (iii) administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, (iv) student services, (v) auxiliary education programs such as library and media services, (vi) requirements for graduation from high school, (vii) community relations, and (viii) the philosophy, goals, and objectives

60 of public education in the Commonwealth.

61 The Board shall promulgate regulations establishing standards for accreditation of public virtual
62 schools under the authority of the local school board that enroll students full time.

63 The Board's regulations establishing standards for accreditation shall ensure that the accreditation
64 process is transparent and based on objective measurements and that any appeal of the accreditation
65 status of a school is heard and decided by the Board.

66 The Board shall review annually the accreditation status of all schools in the Commonwealth. The
67 Board shall review the accreditation status of a school once every three years if the school has been
68 fully accredited for three consecutive years. Upon such triennial review, the Board shall review the
69 accreditation status of the school for each individual year within that triennial review period. If the
70 Board finds that the school would have been accredited every year of that triennial review period the
71 Board shall accredit the school for another three years. The Board may review the accreditation status of
72 any other school once every two years or once every three years, provided that any school that receives
73 a multiyear accreditation status other than full accreditation shall be covered by a Board-approved
74 multiyear corrective action plan for the duration of the period of accreditation. Such multiyear corrective
75 action plan shall include annual written progress updates to the Board. A multiyear accreditation status
76 shall not relieve any school or division of annual reporting requirements.

77 Each local school board shall maintain schools that are fully accredited pursuant to the standards for
78 accreditation as prescribed by the Board. Each local school board shall report the accreditation status of
79 all schools in the local school division annually in public session.

80 The Board shall establish a review process to assist any school that does not meet the standards
81 established by the Board. The relevant school board shall report the results of such review and any
82 annual progress reports in public session and shall implement any actions identified through such review
83 and utilize them for improvement planning.

84 The Board shall establish a corrective action plan process for any school that does not meet the
85 standards established by the Board. Such process shall require (a) each school board to submit a
86 corrective action plan for any school in the local school division that does not meet the standards
87 established by the Board and (b) any school board that fails to demonstrate progress in developing or
88 implementing any such corrective action plan to enter into a memorandum of understanding with the
89 Board.

90 When the Board determines through its review process that the failure of schools within a division to
91 meet the standards established by the Board is related to division-level failure to implement the
92 Standards of Quality or other division-level action or inaction, the Board may require a division-level
93 academic review. After the conduct of such review and within the time specified by the Board, each
94 school board shall enter into a memorandum of understanding with the Board and shall subsequently
95 submit to the Board for approval a corrective action plan, consistent with criteria established by the
96 Board setting forth specific actions and a schedule designed to ensure that schools within its school
97 division meet the standards established by the Board. If the Board determines that the proposed
98 corrective action plan is not sufficient to enable all schools within the division to meet the standards
99 established by the Board, the Board may return the plan to the local school board with directions to
100 submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the
101 relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

102 B. The Superintendent shall develop, subject to revision by the Board, criteria for determining and
103 recognizing educational performance in the Commonwealth's local school divisions and public schools.
104 The portion of such criteria that measures individual student growth shall become an integral part of the
105 accreditation process for schools in which any grade level in the grade three through eight range is
106 taught. The Superintendent shall annually report to the Board on the accreditation status of all school
107 divisions and schools. Such report shall include an analysis of the strengths and weaknesses of public
108 education programs in the various school divisions in Virginia and recommendations to the General
109 Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing
110 educational performance and individual student growth in the school divisions, the Board shall include
111 consideration of special school division accomplishments, such as numbers of dual enrollments and
112 students in Advanced Placement and International Baccalaureate courses, and participation in academic
113 year Governor's Schools.

114 The Superintendent shall assist local school boards in the implementation of action plans for
115 increasing educational performance and individual student growth in those school divisions and schools
116 that are identified as not meeting the approved criteria. The Superintendent shall monitor the
117 implementation of and report to the Board on the effectiveness of the corrective actions taken to
118 improve the educational performance in such school divisions and schools.

119 C. With such funds as are available for this purpose, the Board shall prescribe assessment methods to
120 determine the level of achievement of the Standards of Learning objectives by all students. Such
121 assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to

the Standards of Learning being assessed. The Board shall, with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments. In lieu of a one-time end-of-year assessment, the Board shall establish, for the purpose of providing measures of individual student growth over the course of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the administration of reading and mathematics assessments in grades three through eight. Such through-year growth assessment system shall include at least one beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores over the course of the school year, but the total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. The Department shall ensure adequate training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year. With such funds and content as are available for such purpose, such through-year growth assessment system shall provide accurate measurement of a student's performance, through computer adaptive technology, using test items at, below, and above the student's grade level as necessary.

The Board shall also provide the option of industry certification and state licensure examinations as a student-selected credit.

The Department shall make available to school divisions Standards of Learning assessments typically administered by high schools by December 1 of the school year in which such assessments are to be administered or when newly developed assessments are available, whichever is later.

The Board shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall prescribe alternative methods of Standards of Learning assessment administration for children with disabilities, as that term is defined in § 22.1-213, who meet criteria established by the Board to demonstrate achievement of the Standards of Learning. An eligible student's Individual Education Program team shall make the final determination as to whether an alternative method of administration is appropriate for the student.

The Board shall include in the student outcome and growth measures that are required by the standards of accreditation the required assessments for various grade levels and classes, including the completion of the alternative assessments implemented by each local school board, in accordance with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for English, mathematics, science, and history and social science and may be integrated to include multiple subject areas.

The Standards of Learning assessments administered to students in grades three through eight shall not exceed (i) reading and mathematics in grades three and four; (ii) reading, mathematics, and science in grade five; (iii) reading and mathematics in grades six and seven; (iv) reading, writing, and mathematics in grade eight; (v) science after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight; and (vi) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board. The reading and mathematics assessments administered to students in grades three through eight shall be through-year growth assessments.

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (a) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (b) permit and encourage integrated assessments that include multiple subject areas; and (c) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.

Local school divisions shall provide targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

The Department shall award recovery credit to any student in grades three through eight who performs below grade level on a Standards of Learning assessment in English reading or mathematics, receives remediation, and subsequently retakes and performs at or above grade level on such an

183 assessment, including any such student who subsequently retakes such an assessment on an expedited
184 basis.

185 In addition, to assess the educational progress of students, the Board shall (1) develop appropriate
186 assessments, which may include criterion-referenced tests and other assessment instruments that may be
187 used by classroom teachers; (2) select appropriate industry certification and state licensure examinations;
188 and (3) prescribe and provide measures, which may include nationally normed tests to be used to
189 identify students who score in the bottom quartile at selected grade levels.

190 The Standards of Learning requirements, including all related assessments, shall be waived for any
191 student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to
192 § 30-231.2, who is enrolled in a preparation program for a high school equivalency examination
193 approved by the Board or in an adult basic education program or an adult secondary education program
194 to obtain the high school diploma or a high school equivalency certificate.

195 The Department shall develop processes for informing school divisions of changes in the Standards
196 of Learning.

197 The Board may adopt special provisions related to the administration and use of any Standards of
198 Learning test or tests in a content area as applied to accreditation ratings for any period during which
199 the Standards of Learning content or assessments in that area are being revised and phased in. Prior to
200 statewide administration of such tests, the Board shall provide notice to local school boards regarding
201 such special provisions.

202 The Board shall not include in its calculation of the passage rate for a Standards of Learning
203 assessment or the level of achievement of the Standards of Learning objectives for an individual student
204 growth assessment for the purposes of state accountability any student whose parent has decided to not
205 have his child take such Standards of Learning assessment, unless such exclusions would result in the
206 school's not meeting any required state or federal participation rate.

207 D. The Board may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action
208 pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test
209 results.

210 The Board may initiate or cause to be initiated a review or investigation of any alleged breach in
211 security, unauthorized alteration, or improper administration of tests, including the exclusion of students
212 from testing who are required to be assessed, by local school board employees responsible for the
213 distribution or administration of the tests.

214 Records and other information furnished to or prepared by the Board during the conduct of a review
215 or investigation may be withheld pursuant to subdivision 10 of § 2.2-3705.3. However, this section shall
216 not prohibit the disclosure of records to (i) a local school board or division superintendent for the
217 purpose of permitting such board or superintendent to consider or to take personnel action with regard to
218 an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a)
219 does not reveal the identity of any person making a complaint or supplying information to the Board on
220 a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any
221 local school board or division superintendent receiving such records or other information shall, upon
222 taking personnel action against a relevant employee, place copies of such records or information relating
223 to the specific employee in such person's personnel file.

224 Notwithstanding any other provision of state law, no test or examination authorized by this section,
225 including the Standards of Learning assessments, shall be released or required to be released as
226 minimum competency tests, if, in the judgment of the Board, such release would breach the security of
227 such test or examination or deplete the bank of questions necessary to construct future secure tests.

228 E. With such funds as may be appropriated, the Board may provide, through an agreement with
229 vendors having the technical capacity and expertise to provide computerized tests and assessments, and
230 test construction, analysis, and security, for (i) web-based computerized tests and assessments, including
231 computer-adaptive Standards of Learning assessments, for the evaluation of student progress during and
232 after remediation and (ii) the development of a remediation item bank directly related to the Standards
233 of Learning.

234 F. To assess the educational progress of students as individuals and as groups, each local school
235 board shall require the use of Standards of Learning assessments, alternative assessments, and other
236 relevant data, such as industry certification and state licensure examinations, to evaluate student progress
237 and to determine educational performance. Each local school shall require the administration of
238 appropriate assessments to students, which may include criterion-referenced tests and teacher-made tests
239 and shall include the Standards of Learning assessments, the local school board's alternative assessments,
240 and the National Assessment of Educational Progress state-by-state assessment. Each school board shall
241 provide teachers, parents, principals, and other school leaders with their students' results on any
242 Standards of Learning assessment or Virginia Alternate Assessment Program assessment as soon as
243 practicable after the assessment is administered. Each school board shall analyze and report annually, in
244 compliance with any criteria that may be established by the Board, the results from industry certification

examinations and the Standards of Learning assessments to the public.

The Board shall include requirements for the reporting of the Standards of Learning assessment data, regardless of accreditation frequency, as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board's annual report to the Governor and the General Assembly as required by § 22.1-18.

H. Any school board may request the Board for release from state regulations or, on behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards for Accreditation pursuant to 8VAC20-131-280 C of the Virginia Administrative Code. Waivers of regulatory requirements may be granted by the Board based on submission of a request from the division superintendent and chairman of the local school board. The Board may grant, for a period up to five years, a waiver of regulatory requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The school board shall provide in its waiver request a description of how the releases from state regulations are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The Department shall provide (a) guidance to any local school division that requests releases from state regulations and (b) information about opportunities to form partnerships with other agencies or entities to any local school division in which the school or schools granted releases from state regulations have demonstrated improvement in the quality of instruction and the achievement of students.

The Board may also grant local school boards waivers of specific requirements in § 22.1-253.13:2, based on submission of a request from the division superintendent and chairman of the local school board, permitting the local school board to assign instructional personnel to the schools with the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide to meet the total number required by § 22.1-253.13:2 and all pupil/teacher ratios and class size maximums set forth in subsection C of § 22.1-253.13:2 are met. The school board shall provide in its request a description of how the waivers from specific Standards of Quality staffing standards are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The waivers may be renewed in up to five-year increments, or revoked, based on student achievement results in the affected school or schools.

1. The Board shall, on or before July 1, 2025, create and maintain the Virginia Parent Data Portal (the Portal). The Board shall:

1. Ensure that the Portal:
a. Displays and updates within 45 days of a state assessment window closing for each state-supported assessment (i) individualized student assessment data on all state-supported assessments in a format that shows both current and cumulative data over time; (ii) a comparison of a student's performance on each state-supported assessment with the performance of the student's school, the student's school division, and the Commonwealth; and (iii) guidance to support parents to understand and address the specific academic needs of their student based on their state-supported assessment results;

b. Provides (i) a description of the purpose of each state-supported assessment and (ii) an explanation of how to interpret student data on each state-supported assessment;

c. Is viewable from a mobile device in addition to a desktop computer;

d. Includes language translation to the extent practicable and accessibility features to ensure universal access;

e. Complies with relevant privacy standards, including §§ 2.2-3802 and 22.1-287.02 and 20 U.S.C. § 1232g;

f. Leverages existing school division user management to restrict user access to students and their parents as defined in § 22.1-1; and

g. Is compatible with each local school division student information system to enable direct integration of state-supported assessment data into local school division parent portals; and

2. To support implementation of the Portal:

a. Provide guidance regarding governance of the Portal, including authorized users, user roles, data

security, and division-level user management; and

b. Establish a parent portal advisory committee consisting of parents of public school students representing different grade levels, various regions of the Commonwealth and local school divisions, and schools with Title I status for the purpose of providing to the Board regular feedback on the development and implementation of the Portal.

§ 22.1-253.13:5. (For effective date, see Acts 2022, cc. 549, 550, cl. 2) Standard 5. Quality of classroom instruction and educational leadership.

A. Each member of the Board 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 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; (iv) teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille; (v) any individual with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in science-based reading research and evidence-based literacy instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research; ~~and~~ (vii) each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research; *and (viii) principals and teachers in encouraging and supporting parents to engage with, understand, and interpret their student's assessment data for state-supported assessments available through the Virginia Parent Data Portal pursuant to subsection I of § 22.1-253.13:3 to take action to support their student's learning.*

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.

The Department shall provide technical assistance, including literacy coaching, to local school divisions to provide professional development in science-based reading research and evidence-based literacy instruction for students in kindergarten through grade eight. The Department shall also create a list of professional development programs aligned with science-based reading research and evidence-based literacy instruction that includes programs that provide training in dyslexia for reading specialists as required by subsection G of § 22.1-253.13:2. The list shall be approved by the Board. The Department shall provide resources to local school divisions to ensure that each division is able to provide professional development to teachers and reading specialists listed in subdivision E 2 in one of the programs enumerated in the list approved by the Board pursuant to this subdivision and that such professional development is provided at no cost to the teachers and reading specialists.

The Department shall develop professional development for principals and teachers in encouraging and supporting parents to engage with, understand, and interpret their student's assessment data for state-supported assessments available through the Virginia Parent Data Portal pursuant to subsection I of § 22.1-253.13:3 to take action to support their student's learning. The Department shall provide accompanying technical assistance to local school boards to provide such professional development.

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 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; (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 provide:

1. Teachers and principals with high-quality professional development programs each year in ~~(a)~~ (i) instructional content; ~~(b)~~ (ii) the preparation of tests and other assessment measures; ~~(c)~~ (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; ~~(d)~~ (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; ~~(e)~~ (v) interpreting test data for instructional purposes; ~~(f)~~ (vi) *encouraging and supporting parents to engage with, understand, and interpret their student's assessment data for state-supported assessments available through the Virginia Parent Data Portal pursuant to subsection I of § 22.1-253.13:3 to take action to support their student's learning*; (vii) technology applications to implement the Standards of Learning; and ~~(g)~~ (viii) effective classroom management;

2. High-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Department pursuant to subsection C or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the Department, for each elementary school principal and each teacher with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, special education blindness/visual impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a reading specialist that builds proficiency in evidence-based literacy instruction and science-based reading research in order to aid in the licensure renewal process for such individuals; and

3. High-quality professional development and training in science-based reading research and evidence-based literacy instruction, from the list developed and the resources provided by the Department pursuant to subsection C, or an alternative program that consists of evidence-based literacy instruction and aligns with science-based reading research approved by the Department, for (i) each teacher with an endorsement in middle education grades six through eight who teaches English that builds proficiency in evidence-based literacy instruction and science-based reading research and (ii) each middle school principal and teacher with an endorsement in middle education grades six through eight who teaches mathematics, science, or history and social science that builds an awareness of evidence-based literacy instruction and science-based reading research.

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

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