



# COMMONWEALTH of VIRGINIA

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November 9, 2017

The Honorable Stephen Newman, Chairman  
Senate Education and Health Committee  
Senate of Virginia  
P. O. Box 480  
Forest, Virginia 24551

The Honorable R. Steven Landes, Chairman  
House Education Committee  
Virginia House of Delegates  
P.O. Box 12  
Verona, Virginia 24482

Dear Senator Newman and Delegate Landes:

I am pleased to transmit the *Report on Requirements and Recommendations for Teacher Reciprocity* submitted pursuant to Chapter 688 of the 2017 Acts of Assembly which required the Department of Education to analyze the current requirements for teacher licensure by reciprocity in the Commonwealth, including the statutory and regulatory requirements for such licensure, and report its findings, including any recommendations for changes to such requirements to the House committee on Education and the Senate committee on Education and Health. The report provides the statutes and regulations addressing reciprocity in Virginia, information from other jurisdictions, and recommendations for consideration.

Should you have questions regarding the content of this report or need additional information, please do not hesitate to contact me. We appreciate your continued support of education for the Commonwealth's children.

Sincerely,

A handwritten signature in black ink, appearing to read "SRS", followed by a horizontal line extending to the right.

Steven R. Staples

SRS/SGP/bj

Enclosure



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

# **A Report on Requirements and Recommendations for Teacher Reciprocity**

**OCTOBER 30, 2017**

**DIVISION OF TEACHER EDUCATION AND LICENSURE  
VIRGINIA DEPARTMENT OF EDUCATION**

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## **Executive Summary**

The 2017 Virginia General Assembly passed House Bill 2352 (refer to Appendix A) which required that the Department of Education analyze the current requirements for teacher licensure by reciprocity in the Commonwealth, including the statutory and regulatory requirements for such licensure, and report its findings, including any recommendations for changes to such requirements, to the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2017.

The Department of Education convened a Reciprocity Work Group to review the current statutory and regulatory requirements and make recommendations for consideration. The group included representatives of the Virginia Education Association, the Virginia Association of Colleges for Teacher Education, the Virginia Association of School Superintendents, and the Advisory Board on Teacher Education and Licensure, as well as human resources officers and college and university faculty and administrators.

### **“Teacher Reciprocity”**

Reciprocity facilitates the license transfer of teachers from jurisdiction (states, District of Columbia, and territories of the United States) to jurisdiction. Reciprocity requirements vary greatly among states, and typically reciprocity does not constitute an automatic transfer, even for those with a clean disciplinary/legal record. Few jurisdictions offer “full” reciprocity (the exchange of a full, renewable license in one state for a license in another state) without requiring applicants to complete additional requirements.

In addition to statutory and regulatory requirements outlining requirements for reciprocity, many states, including Virginia, participate in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. NASDTEC makes clear that the agreement does not guarantee “full” reciprocity. The educator may be required to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional license in the new state.

This report provides the statutes and regulations addressing “reciprocity” in Virginia, as well as information from other jurisdictions. The report also includes recommendations for consideration.

### **Recommendations**

The Department of Education offers the following recommendations regarding teacher reciprocity in Virginia. Please note that even though this report focuses on “teacher” reciprocity, the current requirements and recommendations also may apply to other areas of required licensing, such as pupil personnel services areas and administration and supervision.

- Consider “full” reciprocity for an individual who holds an out-of-state, District of Columbia, or territory of the United States renewable teaching license (with no deficiencies) with comparable endorsements that is in force at the time the application for a Virginia license is received by the Department of Education. With “full” reciprocity, such individuals would not be required to meet prescribed Board of Education initial licensure assessments.
- Request that the General Assembly eliminate the following statutory requirement for initial licensure and license renewal:
  - Section 22.1-298.1, Item 1.D.1  
*Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction.*
- Request that the General Assembly eliminate the following statutory requirement for initial licensure and license renewal:
  - Section 22.1-298.1, Item 1.D.3  
*Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.*
- Request that “ancillary” statutory requirements, such as demonstration of instructional technology, be reviewed to determine current applicability. Consideration should be given to require such requirements for employment, not licensure.
- Request that the Virginia Board of Education consider the feasibility of allowing for the issuance of a Provisional License while the *Code of Virginia* “ancillary” requirements are being met. [Reference 22.1-298.1H.] Request the General Assembly to consider that if an individual is eligible for a renewable license, allow for a notation on the license that the “ancillary” requirements must be completed “during the first year of employment in a Virginia educational agency or, if not so employed, during the renewal period.”
- Consider the feasibility of allowing a time frame for teachers (with an active, renewable license from another state, D.C., or U.S. territory with no deficiencies as required by reciprocity) to apply for a license. State law requires in Section 22.1-299 of the *Code of Virginia*, “No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the Board of Education.”

## **Background**

### **House Bill 2352 of the Virginia General Assembly**

The 2017 Virginia General Assembly passed House Bill 2352 (refer to Appendix A), which amended Section 22.1-298.1 of the *Code of Virginia* as follows.

An assessment of basic skills as provided in § ~~22.1-298.2~~ and service requirements shall not be imposed for these licensed individuals; ~~however, other~~. *Other* licensing assessments, as prescribed by the Board of Education, shall be required, *but any such individual shall be exempt from any professional teacher's assessment requirements, subject to the approval of the division superintendent or the school board in the school division in which such individual is employed; and...*

Additionally, House Bill 2352 required that the Department of Education analyze the current requirements for teacher licensure by reciprocity in the Commonwealth, including the statutory and regulatory requirements for such licensure, and report its findings, including any recommendations for changes to such requirements, to the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2017.

The Department of Education convened a Reciprocity Work Group to review the current statutory and regulatory requirements and make recommendations for consideration. The group included representatives of the Virginia Education Association, the Virginia Association of Colleges for Teacher Education, the Virginia Association of School Superintendents, and the Advisory Board on Teacher Education and Licensure, as well as human resources officers and college and university faculty and administrators.

### **“Teacher Reciprocity”**

Reciprocity facilitates the license transfer of teachers from jurisdiction (states, District of Columbia, and territories of the United States) to jurisdiction. Reciprocity requirements vary greatly among states, and typically reciprocity does not constitute an automatic transfer, even for those with a clean disciplinary/legal record. Few jurisdictions offer “full” reciprocity (the exchange of a full, renewable license in one state for a license in another state) without requiring applicants to complete additional requirements.

In addition to statutory and regulatory requirements outlining requirements for reciprocity, many states, including Virginia, participate in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. NASDTEC makes clear that the agreement does not guarantee “full” reciprocity. The educator may be required to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional license in the new state.



Below is an excerpt from the NASDTEC website describing the Interstate Agreement. A copy of the agreement is provided in Appendix B.

***Facilitating Mobility of Educational Personnel***

*The NASDTEC Interstate Agreement facilitates the mobility of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements which must be met in a reasonable period of time.*

***What it is:***

*The interstate agreement, arranged by NASDTEC, is a collection of over 50 individual agreements by states and Canadian provinces. Each individual “agreement” is a statement by that state or jurisdiction outlining which other states’ educator certificates will be accepted by that state. Specifically the agreement outlines which particular types of educator certificates (teachers, administrators, service personnel, or career/technical), and which particular styles of certifications (titles, fields, etc.) will be accepted.*

*Such an “acceptance” agreement means that the “receiving” state will issue some form of authorization allowing the inbound certificate holder to legally teach or provide service in the receiving state, provided the license issued by the “sending” state is acceptable under the agreement. This authorization may be limited in time by the receiving state, and the receiving state may impose additional requirements which need to be accomplished before the educator can teach or practice after the end of the time limit.*

***What it is not:***

*It is not a collection of 2-way agreements of reciprocal acceptance. For example, although Georgia affirms with its agreement that it will accept certificates from Connecticut, this acceptance in no way implies that Connecticut will accept Georgia certificates.*

*It is not a guarantee that all certificate titles will be accepted by a receiving state. For example, in the “sending” state you may hold a “temporary” or “provisional” certificate which is excluded from the agreement signed by the “receiving” state. In such a case, the NASDTEC Interstate Agreement provides no help toward your receipt of a certificate in the “receiving” state.*

*It is not necessarily “full” reciprocity. The educator may have to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in the new state.*

**Source:**

**National Association of State Directors of Teacher Education and Certification**  
<http://nasdtec.site-ym.com/?Interstate>

## **Teacher Reciprocity in the United States**

### **Education Commission of the States (ECS) Report *Teacher License Reciprocity*, by Stephanie Aragon**

In September 2017, the Education Commission of the States (ECS) issued the report, *Teacher License Reciprocity*, by Stephanie Aragon. The full report may be accessed on the following website: <https://www.ecs.org/50-state-comparison-teacher-license-reciprocity/>.

Since the licensing of teachers in the United States is a function of the individual states, the District of Columbia (D.C.), and the territories of the United States, requirements among jurisdictions vary significantly. The policy report by ECS provides a 50-state (plus D.C.) review of teacher license reciprocity and explores how state-specific licensing requirements impact the teacher labor market. Below are “Key Takeaways” from the report.

#### **Key Takeaways**

- *Six states offer full teacher license reciprocity for all eligible, fully licensed teachers. In these states, fully licensed out-of-state teachers, regardless of experience, are immediately eligible to receive a standard teaching license and are subject to few or no additional requirements. [Refer to the table on the next page.]*
- *Thirty-five states plus the District of Columbia (D.C.) established differing requirements for experienced and inexperienced teachers, limiting licensure barriers for candidates meeting established experience requirements. Fourteen states plus D.C. require candidates with classroom experience [to] provide evidence of effectiveness in past performance, oftentimes limiting barriers for candidates who can demonstrate success.*
- *Thirty-one states require that some or all out-of-state teacher candidates take additional coursework or training prior to entering a classroom, or within a certain number of years of teaching. Forty-three states plus D.C. require that some or all out-of-state teacher candidates take additional assessments.*

The ECS *Teacher License Reciprocity* report provides additional information regarding reciprocity requirements in other states and D.C. Below is a chart of the six states that report offering full reciprocity. The chart of all 50 states (plus D.C.) may be reviewed at the following website: <http://ecs.force.com/mbdata/MBQuest2RTANW?rep=TCL1704>.

**Excerpt of Chart for Six States:**

<i>State</i>	<i>Does the state have full reciprocity by statute for out-of-state teachers?</i>	<i>Citation/Source</i>
<i>Arizona</i>	<i>Yes. Arizona law requires out-of-state applicants who: 1) are in good standing with their state, 2) hold a comparable valid certificate and a fingerprint clearance card, to be issued a standard teaching certificate without any other requirement.</i>	<i>A.R.S. § 15-203 B 1042 <a href="#">Source</a></i>
<i>Florida</i>	<i>Yes.</i>	<i>West's F.S.A. § 1012.56 <a href="#">Source</a></i>
<i>Hawaii</i>	<i>Yes. Hawaii has full reciprocity for out-of-state applicants who were awarded their first license on July 1, 2006, or after.</i>	<i>Haw. Admin. Rules (HAR) § 8-54-9.2.</i>
<i>Mississippi</i>	<i>Yes. State statute requires the Department of Education to grant a standard license to any individual who possesses a valid standard license from another state and meets minimum Mississippi license requirements or equivalent requirements as determined by the State Board of Education.</i>	<i>Miss. Code Ann. § 37-3-2</i>
<i>Missouri</i>	<i>Yes. Statute requires the state board to, upon completion of a background check, issue a Professional Certificate classification in the areas most closely aligned with the out-of-state applicant's current areas of certification, commensurate with the years of teaching experience of the applicant to any person who is hired to teach in a Missouri public school and who 1) who possesses a valid teaching certificate from the issuing state, or 2) whose academic degree and professional experience are suitable to provide a basis for instruction solely in the subject matter of banking or financial responsibility, at the discretion of the state board and who received certification on the basis of a relevant bachelor's degree or higher and a passing score for the designated exit examination. Persons certified through one of these two routes must annually complete the state board's requirements for his/her continued certification.</i>	<i>V.A.M.S. 168.021</i>
<i>Nevada</i>	<i>Yes. State statute requires the Commission on Professional Standards to adopt regulations which provide for reciprocal licensure of educational personnel from other states.</i>	<i>N.R.S. 391.032</i>

**Source:** Education Commission of the States (ECS) report, *Teacher License Reciprocity*, by Stephanie Aragon, September 2017. The full report may be accessed on the following website: <https://www.ecs.org/50-state-comparison-teacher-license-reciprocity/>.

The following excerpt from the *ECS Teacher License Reciprocity* report addresses the impact of specific licensing requirements on the teacher labor market.

***How Do State-Specific Licensing Requirements Impact the Teacher Labor Market?***

*National data suggests that teachers are mobile. Though in-state mobility is more common than cross-state mobility, the most recent available teacher mobility data indicates that more than 25 percent of applications for teaching jobs across the country come from out-of-state candidates. Further, data from 2013-14 indicates that some states, such as Alaska, North Dakota and Wyoming, rely heavily on out-of-state candidates, granting the majority of their initial teacher licenses to candidates prepared in another state.*

*However, cross-state mobility rates across the country are not as high as they could be. Research suggests that while state-specific licensing requirements might help promote workforce quality, such requirements might also limit cross-state mobility, contribute to attrition and exacerbate shortages.*

- ***Promoting teacher workforce quality.*** *State-specific licensing requirements help ensure in-state and out-of-state teachers are prepared for success in the classroom. One study conducted in North Carolina found that out-of-state teachers with less than five years of teaching experience were, on average, less effective and had higher turnover rates than in-state prepared teachers with the same experience. The authors found differences in the quality of candidates across states, with some states exporting mostly ineffective teachers with high turnover rates, and other states exporting mostly effective teachers with low turnover rates. State-specific licensing requirements may help deter some ill-equipped teachers — trained in another state — from entering the classroom, or provide them with the additional training they need to succeed.*
- ***Limiting cross-state teacher mobility.*** *State-specific licensing requirements discourage some teachers from crossing state lines. One study of teacher labor markets in Oregon and Washington found that teachers near the states' borders were between seven and 19 times more likely to move to a district within the state than to a district across the border. These teachers were also three times more likely to move 75 miles or more within their state than to cross nearby state borders.*
- ***Contributing to teacher attrition.*** *State-specific licensing requirements discourage some experienced teachers from re-applying for licensure after crossing state lines. According to a recent national survey of teachers who left the profession and would consider returning, 41 percent cited the ability to*

*seamlessly transfer their licenses from one state to the next as an important factor in their decision to return to the classroom.*

- ***Exacerbating teacher shortages.*** *State-specific licensing requirements prevent the fluid movement of teachers from areas where they are not needed to areas where they are. Some states experience teacher shortages in subject areas for which other states produced more candidates than they can hire. Reducing barriers for out-of-state teachers, subject to some safeguards, could help these states fill longstanding vacancies with qualified teacher candidates.*

### **Current Requirements for Reciprocity in Virginia**

Virginia does have statutory and regulatory requirements specific to reciprocity. Virginia also participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. Even though this agreement helps to facilitate the transfer of teachers between states, Virginia's *Licensure Regulations for School Personnel* already provide that an individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license (full credential without deficiencies) that is in force at the time the application for a Virginia license is made.

Individuals applying through reciprocity also are required to meet the following requirements, unless waived pursuant to state law:

**Professional Teacher's Assessments** (prescribed for initial licensure by the Board of Education pursuant to § 22.1-298.1.C of the *Code of Virginia*). Refer to the following website to review the assessments required in Virginia:

[http://doe.virginia.gov/teaching/licensure/prof\\_teacher\\_assessment.pdf](http://doe.virginia.gov/teaching/licensure/prof_teacher_assessment.pdf).

Virginia's assessment requirements must be met unless:

- (1) The individual holds a valid out-of-state license (full credential without deficiencies) and has completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia. or
- (2) A division superintendent waives the assessment requirements pursuant to Section § 22.1-298.1.E. or Section § 22.1-298.1.I.

**Additional Statutory “Ancillary” Requirements (Required by Statute)**

[The year each requirement was approved by the General Assembly is listed in brackets below.]

- Individuals seeking licensure with an endorsement as a teacher of the blind and visually impaired – Demonstrate proficiency in reading and writing Braille [2000];
- Study in (1) attention deficit disorder [2000]; (2) gifted education, including the use of multiple criteria to identify gifted students [2000]; and (3) methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school [2002];
- Demonstration of proficiency in the use of educational technology for instruction [**approved 1999; effective 2003**];
- Professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments [2003];
- Study in child abuse recognition and intervention [2004];
- Evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators [2013]. Expanded to include hands-on practice CPR [2017];
- Individuals seeking an initial license in career and technical education) – Hold an industry certification credential in the area in which the teacher seeks endorsement [2014]. Expanded to allow a provisional license to be issued for individuals to obtain an industry certification credential [2015];
- Awareness training on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia [2016];
- Individuals seeking initial licensure with an endorsement in school counseling – Complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse [2017].

Individuals employed by a Virginia public school or an accredited nonpublic school may be issued a three-year Provisional License to meet assessment requirements and, if requested by an employing school division, the industry credential; however, other requirements are to be completed prior to licensure.

*Code of Virginia*

Below are excerpts from the *Code of Virginia* regarding reciprocity. Sections specific to reciprocity have been bolded for emphasis.

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

## A. As used in this section:

"Alternate route to licensure" means a nontraditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.

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

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

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

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

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

- B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. Such regulations shall include requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure and procedures for the immediate and thorough investigation by the division superintendent or his designee of any complaint alleging that a license holder has engaged in conduct that may form the basis for the revocation of his license. At a minimum, such procedures for investigations contained in such regulations shall require (i) the division superintendent to petition for the revocation of the license upon completing such investigation and finding that there is reasonable cause to believe that the license holder has engaged in conduct that forms the basis for revocation of a license; (ii) the school board to proceed to a hearing on such petition for revocation within 90 days of the mailing of a copy of the petition to the license holder, unless the license holder requests the cancellation of his license in accordance with Board regulations; and (iii) the school board to provide a copy of

the investigative file and such petition for revocation to the Superintendent of Public Instruction at the time that the hearing is scheduled. The Board of Education shall revoke the license of any person for whom it has received a notice of dismissal or resignation pursuant to subsection F of § [22.1-313](#) and, in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all rights to any administrative appeal provided by § [63.2-1526](#) have been exhausted. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

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

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

- 1. Complete professional assessments as prescribed by the Board of Education;**
- 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 or renewal of a license demonstrate proficiency in the use of educational technology for instruction;**
- 2. 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;**
- 3. Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments;**
- 4. 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;**
- 5. (Effective until September 1, 2017) 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 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. 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;

**5. (Effective September 1, 2017) 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;**

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

**7. 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;**

**8. 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; and**

**9. 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.**

- E. Each local school board or division superintendent may waive for any individual whom it seeks to employ as a career and technical education teacher and who is also seeking initial licensure or renewal of a license with an endorsement in the area of career and technical education any applicable requirement set forth in subsection C or subdivision D 1, 3, 4, 6, or 8.
- F. The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board.
- G. The Board shall establish criteria in its regulations to effectuate the substitution of experiential learning for coursework for those persons seeking initial licensure through an alternate route as defined in Board regulations.
- H. Notwithstanding any provision of law to the contrary, the Board (i) may provide for the issuance of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 7 or to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law and (ii) shall provide for the issuance of a

provisional license, valid for a period not to exceed three years, to any former member of the Armed Forces of the United States or the Virginia National Guard who has received an honorable discharge and has the appropriate level of experience or training but does not meet the requirements for a renewable license.

- I. The Board's licensure regulations shall also provide for licensure by reciprocity:**
- 1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;**
  - 2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § [22.1-298.2](#) and service requirements shall not be imposed for these licensed individuals. Other licensing assessments, as prescribed by the Board of Education, shall be required, but any such individual shall be exempt from any professional teacher's assessment requirements, subject to the approval of the division superintendent or the school board in the school division in which such individual is employed; and**
  - 3. The Board may include other provisions for reciprocity in its regulations.**

2006, cc. [27](#), [349](#); 2008, cc. [474](#), [827](#); 2012, c. [365](#); 2013, cc. [498](#), [530](#), [588](#), [650](#); 2014, c. [79](#); 2015, cc. [385](#), [562](#); 2016, cc. [389](#), [649](#); 2017, cc. [240](#), [247](#), [255](#), [520](#), [688](#), [783](#).

**[§ 22.1-316](#). Agreement entered into and enacted into law; form of agreement.**

**The Interstate Agreement on Qualification of Educational Personnel is hereby enacted into law and entered into with all jurisdictions legally joined therein in the form substantially as follows:**

**INTERSTATE AGREEMENT ON QUALIFICATION OF EDUCATIONAL PERSONNEL**

**Article I.**

**Purpose, Findings, and Policy.**

- A. The states party to this agreement, desiring by common action to improve their respective school systems by utilizing the teacher or other professional educational person wherever educated, declare that it is the policy of each of them, on the basis of cooperation with one another, to take advantage of the preparation and experience of such persons wherever gained, thereby serving the best interests of society, of education and of the teaching profession. It is the purpose of this agreement to provide for the development and execution of such programs of cooperation as will facilitate the movement of teachers and other professional educational personnel among the states party to it and to authorize specific interstate educational personnel contracts to achieve that end.**

- B. The party states find that included in the large movement of population among all sections of the nation are many qualified educational personnel who move for family and other personal reasons but who are hindered in using their professional skill and experience in their new locations. Variations from state to state in requirements for qualifying educational personnel discourage such personnel from taking the steps necessary to qualify in other states. As a consequence, a significant number of professionally prepared and experienced educators is lost to our school systems. Facilitating the employment of qualified educational personnel without reference to their states of origin can increase the available educational resources. Participation in this compact can increase the availability of educational manpower.**

**Article II.  
Definitions.**

**As used in this agreement and contracts made pursuant to it, unless the context clearly requires otherwise:**

- 1. "Educational personnel" means persons who must meet requirements pursuant to state law as a condition of employment in educational programs.**
- 2. "Designated state official" means the educational official of a state selected by that state to negotiate and enter into, on behalf of his state, contracts pursuant to this agreement.**
- 3. "Accept" or any variant thereof means to recognize and give effect to one or more determinations of another state relating to the qualifications of educational personnel in lieu of making or requiring a like determination that would otherwise be required by or pursuant to the laws of a receiving state.**
- 4. "State" means a state, territory, or possession of the United States; the District of Columbia; or the Commonwealth of Puerto Rico.**
- 5. "Originating state" means a state or subdivision thereof whose determination that certain educational personnel are qualified to be employed for specific duties in schools is acceptable in accordance with the terms of a contract made pursuant to Article III.**
- 6. "Receiving state" means a state or subdivision thereof which accepts educational personnel in accordance with the terms of a contract made pursuant to Article III of this section.**

**Article III.  
Interstate Educational Personnel Contracts.**

- A. The designated state official of a party state may make one or more contracts on behalf of his state with one or more other party states providing for the acceptance of educational personnel. Any such contract for the period of its duration shall be applicable to and binding on the states whose designated state officials enter into it and the subdivisions of those states with the same force and effect as if incorporated in this agreement. A designated state official may enter into a contract pursuant to this article only with states in which he finds that there are programs of education, licensure standards or other acceptable qualifications that assure preparation or qualification of educational personnel on a basis sufficiently comparable even though not identical to that prevailing in his own state.**

- B. Any such contract shall provide for:**
  - 1. Its duration.**
  - 2. The criteria to be applied by an originating state in qualifying educational personnel for acceptance by a receiving state.**
  - 3. Such waivers, substitutions, and conditional acceptances as shall aid the practical effectuation of the contract without sacrifice of basic educational standards.**
  - 4. Any other necessary matters.**
- C. No contract made pursuant to this agreement shall be for a term longer than five years but any such contract may be renewed for like or lesser periods.**
- D. Any contract dealing with acceptance of educational personnel on the basis of their having completed an educational program shall specify the earliest date or dates on which originating state approval of the program or programs involved can have occurred. No contract made pursuant to this agreement shall require acceptance by a receiving state of any persons qualified because of successful completion of a program prior to January 1, 1954.**
- E. The licensure or other acceptance of a person who has been accepted pursuant to the terms of a contract shall not be revoked or otherwise impaired because the contract has expired or been terminated. Any license or other qualifying document may be revoked or suspended on any ground which would be sufficient for revocation or suspension of a license or other qualifying document initially granted or approved in the receiving state.**
- F. A contract committee composed of the designated state officials of the contracting states or their representatives shall keep the contract under continuous review, study means of improving its administration, and report no less frequently than once a year to the heads of the appropriate education agencies of the contracting states.**

**Article IV.**

**Approved and Accepted Programs.**

- A. Nothing in this agreement shall be construed to repeal or otherwise modify any law or regulation of a party state relating to the approval of programs of educational preparation having effect solely on the qualification of educational personnel within that state.**
- B. To the extent that contracts made pursuant to this agreement deal with the educational requirements for the proper qualification of educational personnel, acceptance of a program of educational preparation shall be in accordance with such procedures and requirements as may be provided in the applicable contract.**

**Article V.**

**Interstate Cooperation.**

**The party states agree that:**

- 1. They will, so far as practicable, prefer the making of multilateral contracts pursuant to Article III of this agreement.**

**2. They will facilitate and strengthen cooperation in interstate licensure and other elements of educational personnel qualification and for this purpose shall cooperate with agencies, organizations, and associations interested in licensure and other elements of educational personnel qualification.**

**Article VI.**

**Agreement Evaluation.**

**The designated state officials of any party states may meet from time to time as a group to evaluate progress under the agreement and to formulate recommendations for changes.**

**Article VII.**

**Other Arrangements.**

**Nothing in this agreement shall be construed to prevent or inhibit other arrangements or practices of any party state or states to facilitate the interchange of educational personnel.**

**Article VIII.**

**Effect and Withdrawal.**

- A. This agreement shall become effective when enacted into law by two states. Thereafter it shall become effective as to any state upon its enactment of this agreement.**
- B. Any party state may withdraw from this agreement by enacting a statute repealing the same, but no such withdrawal shall take effect until one year after the governor of the withdrawing state has given notice in writing of the withdrawal to the governors of all other party states.**
- C. No withdrawal shall relieve the withdrawing state of any obligation imposed upon it by a contract to which it is a party. The duration of contracts and the methods and conditions of withdrawal therefrom shall be those specified in their terms.**

**Article IX.**

**Construction and Severability.**

**This agreement shall be liberally construed so as to effectuate the purposes thereof. The provisions of this agreement shall be severable; and if any phrase, clause, sentence, or provision of this agreement is declared to be contrary to the constitution of any state or of the United States or if the application thereof to any government, agency, person, or circumstance is held invalid, the validity of the remainder of this agreement and the applicability thereof to any government, agency, person, or circumstance shall not be affected thereby. If this agreement shall be held contrary to the constitution of any state participating therein, the agreement shall remain in full force and effect as to the state affected as to all severable matters.**

Code 1950, § 22-348; 1970, c. 193; 1980, c. 559; 1992, c. 132.

**§ 22.1-317. Superintendent of Public Instruction to be "designated state official."**

The "designated state official" for this Commonwealth for the purposes of the Interstate Agreement on Qualification of Educational Personnel shall be the Superintendent of Public Instruction. The Superintendent of Public Instruction shall enter into contracts pursuant to Article III of the Agreement only with the approval of the specific text thereof by the Board of Education.

Code 1950, § 22-349; 1970, c. 193; 1980, c. 559.

**§ 22.1-318. Filing and publication of contracts made pursuant to Agreement.**

True copies of all contracts made on behalf of this Commonwealth pursuant to the Interstate Agreement on Qualification of Educational Personnel shall be kept on file in the State Department of Education. The State Department of Education shall publish all such contracts in convenient form.

Code 1950, § 22-350; 1970, c. 193; 1980, c. 559.

**Virginia Administrative Code**

***Licensure Regulations for School Personnel (8VAC20-22-10 et seq.)***

Section 8VAC20-22-10 of the [Licensure Regulations for School Personnel](#) provides a definition of "Licensure by Reciprocity," and 8VAC20-22-40 sets forth conditions for licensure, including statutory requirements for initial licensure. Revisions to this section are in process to comport with additional requirements set forth by the 2017 General Assembly. Sections specific to reciprocity have been bolded for emphasis.

**8VAC20-22-10. Definitions.**

Part I. Definitions

The following words and terms when used in this chapter shall have the following meanings unless the context clearly implies otherwise:

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

**8VAC20-22-40. Conditions for Licensure.**

- A. Applicants for licensure must:
1. Be at least 18 years of age;
  2. Pay the appropriate fees as determined by the Board of Education and complete the application process;
  3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from a regionally accredited institution of higher education and meet requirements for the license sought. **Persons seeking initial licensure who graduate from Virginia**

institutions of higher education shall only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a national accrediting agency or by a state approval process with final approval by the Board of Education; and

4. Possess good moral character (free of conditions outlined in Part VII ([8VAC20-22-690](#) et seq.) of this chapter).

- B. All candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessments within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, the International License, the School Manager License, or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.**
- C. All individuals seeking an initial endorsement in early/primary education preK-3, elementary education preK-6, special education-general curriculum, special education-hearing disorders, special education-visual impairments and individuals seeking an endorsement as a reading specialist must obtain passing scores on a reading instructional assessment prescribed by the Board of Education.
- D. Licensure by reciprocity is set forth in [8VAC20-22-100](#). A school leader's assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.**
- E. Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, 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, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.**
- F. Every person seeking initial licensure 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 be based on the current national evidenced-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. The Virginia Board of Education shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

- G. 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, as defined in [8VAC20-22-10](#), 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.
- H. Effective July 1, 2017, 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.

**8VAC20-22-100. Conditions for Licensure for Out-of-State Candidates by Reciprocity.**

- A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license (full credential without deficiencies) that must be in force at the time the application for a Virginia license is made. An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts. Professional teacher's assessments prescribed by the Board of Education must be satisfied.
- B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Board of Education.
- C. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. Unless exempted by the criteria in subsection D of this section, licensure assessments prescribed by the Board of Education shall be required.
- D. Individuals who hold a valid out-of-state license (full credential without deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12)



**in a state other than Virginia are exempted from the professional teacher's assessment requirements.**

## **Recommendations**

The Department of Education offers the following recommendations regarding teacher reciprocity in Virginia. Please note that even though this report focuses on “teacher” reciprocity, the current requirements and recommendations also may apply to other areas of required licensing, such as pupil personnel services areas and administration and supervision.

- **Consider “full” reciprocity for an individual who holds an out-of-state, District of Columbia, or territory of the United States renewable teaching license (with no deficiencies) with comparable endorsements that is in force at the time the application for a Virginia license is received by the Department of Education. With “full” reciprocity, such individuals would not be required to meet prescribed Board of Education initial licensure assessments.**

### RATIONALE:

Virginia should reconsider what requirements teachers who already are fully licensed in another state must complete to become licensed in Virginia. The restrictions that states place on teachers with full licenses from other states may discourage teachers from seeking licensure in other states. Six states have moved toward offering full teacher license reciprocity. A change to “full” reciprocity would be military “friendly” as military spouses who are teachers must apply for licenses in numerous states. Also, individuals in border states often wish to commute to Virginia to teach; however, a need to take additional assessments and meet ancillary requirements for licensure is a disincentive. The cost of taking tests is expensive for licensees and may discourage teachers who already have taken licensure assessments in other states from seeking licensure in Virginia.

- **Request that the General Assembly eliminate the following statutory requirement for initial licensure and license renewal:**
  - **Section 22.1-298.1, Item 1.D.1**  
*Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction.*

### RATIONALE:

The requirement of “demonstration of proficiency in the use of educational technology for instruction” originated in 1999. The current need for such a requirement is questionable, and it is considered by some individuals as a “barrier” to licensure that is difficult to demonstrate until they become employed as a teacher in Virginia. Also, resources that school divisions are using to administer this requirement could be better utilized.

Institutions of higher education preparing instructional personnel incorporate technology standards within their programs. In fact, the Council for the Accreditation of Educator Preparation (CAEP) requires technology standards as part of accreditation. School divisions provide professional development and training specific to their instructional programs and available technology. The primary reason for establishing this requirement – to integrate technology into instruction – is no longer a strong rationale to continue this requirement.

Additionally, using technology is an expectation for instructional personnel today. **Standard 3-Instructional Delivery** of the *Uniform Performance Standards and Evaluation Criteria for Teachers* requires that teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs. A performance indicator is “instructional technology to enhance student learning.”

- **Request that the General Assembly eliminate the following statutory requirement for initial licensure and license renewal:**
  - **Section 22.1-298.1, Item 1.D.3**  
*Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.*

**RATIONALE:**

This requirement was instituted well over a decade ago. Licensees who are not employed in Virginia schools typically do not have access to professional development to meet this requirement. Not all instructional personnel are responsible for directly preparing students for end-of-course and end-of-grade assessments; therefore, a requirement for all individuals is not appropriate, and implementation of the law is a challenge. Professional development specific to some instructional personnel should be targeted and not generic for all licensees. Additionally, the *Uniform Performance Standards and Evaluation Criteria for Teachers* require the evaluation of instructional personnel on student academic progress.

- **Request that “ancillary” statutory requirements, such as demonstration of instructional technology, be reviewed to determine current applicability. Consideration should be given to require such requirements for employment, not licensure.**

**RATIONALE:**

Monitoring the completion of requirements deemed necessary for instructional personnel employed in public schools may be less burdensome than connecting these requirements to a license and imposing these requirements on licensees who may not

be teaching in Virginia. Also, if additional requirements are imposed, consideration should be given to the time to implement such requirements, the cost to the licensee, and the availability of training to meet the requirement. For example, the 2017 General Assembly required that licensees complete hands-on practice in CPR, effective September 1, 2017, two months after the law became effective. Without funding and given limited resources, the requirement has been challenging for both educational agencies and license holders. Even though the requirement was added with good intentions, the challenges of implementation include how to provide the training, what delivery models are available, and who will pay for the training or certification. Imposing the cost burden on licensees is a concern at a time when teacher compensation is low, the state is experiencing teacher shortages, and many new teachers have student loans to repay.

- **Request that the Virginia Board of Education consider the feasibility of allowing for the issuance of a Provisional License while the *Code of Virginia* “ancillary” requirements are being met. [Reference 22.1-298.1H.] Request the General Assembly to consider that if an individual is eligible for a renewable license, allow for a notation on the license that the “ancillary” requirements must be completed “during the first year of employment in a Virginia educational agency or, if not so employed, during the renewal period.”**

**RATIONALE:**

Requiring statutory “ancillary” requirements for initial licensure and license renewal may be challenging to divisions that wish to employ the licensees. Allowing time for licensees to meet these requirements appears to be fairer to the licensees who need time to complete the requirements and also may need to pay for the training. For example, a teacher who is fully licensed in another state will need to meet all of the statutory “ancillary” requirements before the individual may apply for a license; therefore, an individual’s employment may be delayed.

- **Consider the feasibility of allowing a time frame for teachers (with an active, renewable license from another state, D.C., or U.S. territory with no deficiencies as required by reciprocity) to apply for a license. State law requires in Section 22.1-299 of the *Code of Virginia*, “No teacher shall be regularly employed by a school board or paid from public funds unless such teacher holds a license or provisional license issued by the Board of Education.”**

**RATIONALE:**

When individuals from other states are considered for employment in Virginia, the application process does take some time; therefore, consideration could be given to establishing a window of time for the individual to apply for a Virginia license. For example, a school division may wish to immediately employ and assign a teacher who has not met Virginia’s “ancillary” statutory requirements. Some divisions may issue a contract with a condition for licensure while others may employ the individual

as a substitute teacher. Perhaps the law could provide for a brief time frame for teachers with an out-of-state full license to apply for a license under certain conditions (such as requiring the application within 60 days of employment if a record check has been completed).

# APPENDICES

# APPENDIX A

## House Bill 2352 2017 Virginia General Assembly

### CHAPTER 688

*An Act to amend and reenact § 22.1-298.1 of the Code of Virginia, relating to teacher licensure by reciprocity; professional teacher's assessments.*

[H 2352]

Approved March 24, 2017

Be it enacted by the General Assembly of Virginia:

1. That § 22.1-298.1 of the Code of Virginia is amended and reenacted as follows:

§ 22.1-298.1. Regulations governing licensure.

A. As used in this section:

"Alternate route to licensure" means a nontraditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.  
"Industry certification credential" means an active career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, being issued a professional license in the Commonwealth, or successfully completing an occupational competency examination.

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

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

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

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

- B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. Such regulations shall include requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure. The Board of Education shall revoke the license of any person for whom it has received a notice of dismissal or resignation pursuant to subsection F of § 22.1-313 and, in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all rights to any appeal

provided by § 63.2-1526 have been exhausted. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

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

- C. The Board of Education's regulations shall include requirements that a person seeking initial licensure:
1. Complete professional assessments as prescribed by the Board of Education;
  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 or renewal of a license demonstrate proficiency in the use of educational technology for instruction;
  2. 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;
  3. Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments;
  4. 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;
  5. 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 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. 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;
  6. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille;
  7. 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; and

8. (Effective July 1, 2017) 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.

- E. The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board.
  - F. The Board shall establish criteria in its regulations to effectuate the substitution of experiential learning for coursework for those persons seeking initial licensure through an alternate route as defined in Board regulations.
  - G. Notwithstanding any provision of law to the contrary, the Board (i) may provide for the issuance of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 7 or to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law and (ii) shall provide for the issuance of a provisional license, valid for a period not to exceed three years, to any former member of the Armed Forces of the United States or the Virginia National Guard who has received an honorable discharge and has the appropriate level of experience or training but does not meet the requirements for a renewable license.
  - H. The Board's licensure regulations shall also provide for licensure by reciprocity:
    - 1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;
    - 2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § 22.1-298.2 and service requirements shall not be imposed for these licensed individuals; ~~however, other~~. *Other* licensing assessments, as prescribed by the Board of Education, shall be required, *but any such individual shall be exempt from any professional teacher's assessment requirements, subject to the approval of the division superintendent or the school board in the school division in which such individual is employed;* and
    - 3. The Board may include other provisions for reciprocity in its regulations.
2. That the Department of Education shall analyze the current requirements for teacher licensure by reciprocity in the Commonwealth, including the statutory and regulatory requirements for such licensure, and report its findings, including any recommendations for changes to such requirements, to the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2017.



## APPENDIX B

# NASDTEC INTERSTATE AGREEMENT FOR EDUCATOR LICENSURE 2015-2020

### SECTION I: PURPOSE

The purpose of this Interstate Agreement is to provide a mechanism to inform the Membership and the public of Jurisdiction- Specific Requirements for educator licensure in each Member Jurisdiction.

### SECTION II: ASSUMPTIONS

- Education is a regulated profession.
- Each Member Jurisdiction has the authority to establish professional and ethical standards for preparation, licensure and continuing development of educators.
- Each Member Jurisdiction has the responsibility to adhere to federal requirements and guidelines regarding the qualification of educators.
- Understanding licensure requirements of the different Member Jurisdictions facilitates professional educator mobility.
- The term “reciprocity” is often inappropriately applied to educator mobility between Member Jurisdictions.
- As licensure criteria differ from Member Jurisdiction to Member Jurisdiction, an educator’s license from one Member Jurisdiction is not automatically “exchanged” for a license in another Member Jurisdiction.
- Minimum essential components of an approved educator preparation program are completion of a:
  - bachelor’s degree (either prior to admission to the program or as part of the program);

- supervised clinical practice; and
- planned program of study.

A Member Jurisdiction may impose additional components to meet its own standards.

- Recognition of national certification of educators, for example the National Board for Professional Teaching Standards, is at the discretion of Member Jurisdictions.
- The terms defined in this Interstate Agreement provide a common vocabulary which Member Jurisdictions agree to use in disseminating information nationally and internationally.
- The Interstate Agreement is not intended to alter, amend or regulate individual Member Jurisdiction licensure requirements.

### SECTION III: DEFINITIONS

For purposes of this Interstate Agreement, the following terms are defined as:

A. **“Accredited Institution”** means a college or university which awards a baccalaureate or higher degree and, if located within the United States, is fully accredited by one of the following regional accrediting bodies:

1. Middle States Association of Colleges and Schools;
2. New England Association of Schools and Colleges;
3. North Central Association of Colleges and Schools;
4. Northwest Association of Schools and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of Schools and Colleges.

If the college or university does not have regional accreditation as detailed above, consideration of the educator for licensure is at the discretion of the Member Jurisdiction.

B. **“Administrator”** means an educator whose primary duties may include :

1. the supervision of programs or curriculum; or
2. supervision or management of a local educational agency, a school building, a school program, or a school system.

C. **“Approved program”** means a planned program of study leading to licensure in the appropriate Member Jurisdiction. Approved programs may be either traditional or nontraditional. A non-traditional program is a post-baccalaureate program in which the candidate may be employed as an educator prior to completion of the program, as defined by the USDOE.

TEACHER	Traditional Program	Non-Traditional Program
Rigorous Admission Standards	Yes	Yes—including a bachelor’s degree earned prior to admission
Conferred Degree Upon Program Completion	Yes or No	Yes or No
Delivered by An IHE	Yes	Yes or No
Supervised Clinical Practice	Yes	Yes but may differ from a traditional program
May Be Employed As An Educator While Completing Program	No	Yes

ADMINISTRATOR	Traditional Program	Non-Traditional Program
Rigorous Admission Standards	Yes—including a bachelor’s degree or higher earned prior to admission	Yes—including a bachelor’s degree earned prior to admission
Conferred Degree Upon Program Completion	Yes or No	Yes or No
Delivered by An IHE	Yes	Yes or No
Supervised Clinical Practice	Yes	Yes but may differ from a traditional program
May Be Employed As An Educator While Completing Program	Yes or No	Yes

*Note: A program approved in one Member Jurisdiction may not lead to licensure in another Member Jurisdiction.*

D. **“Educator”** is categorized as a teacher, administrator or support professional who may be required by the Member Jurisdiction to hold a license. A Member Jurisdiction may recognize additional categories of licensure (e.g. Career and Technical educators) not addressed by this Interstate Agreement.

E. **"Experience"** means employment and licensure as required by the Member Jurisdiction.

F. **"Jurisdiction-specific requirement"** (JSR) means any criterion beyond the minimum essential components required by a Member Jurisdiction for licensure. The following is a non-inclusive list of JSRs:

- grade-point average;
- testing or other forms of assessment;
- mentoring;
- supervised and evaluated pre-service or professional experience;
- course delivery methodology;
- program approval comparability;
- specific coursework;
- valid license, as defined by the Receiving Member Jurisdiction,
- post-baccalaureate coursework or degrees;
- continuing professional development;
- moral fitness or character; or
- citizenship.

G. **"Stages of Administrator License"** are described below and are general categories of licensure. Member Jurisdictions may or may not offer these stages of licensure or require licensure to be eligible for certain school administrator work assignments.

1. **"Stage 1 Administrator License"** means a license issued to an individual who holds a minimum of a Bachelor's degree, has met approved school administrator preparation program admission requirements, but has not met the jurisdiction specific requirements of the issuing Member Jurisdiction.
2. **"Stage 2 Administrator License"** means a license issued to an individual who has completed an approved school administrator preparation program, but has not met the jurisdiction-specific requirements for a Stage 3 license of the issuing Member Jurisdiction.
3. **"Stage 3 Administrator License"** means a license issued to an individual who holds a minimum of a Master's degree and has met all Jurisdiction Specific Requirements for licensure, including endorsements when applicable.

H. **"Stages of Teacher Licensure"** are described below and are general categories of licensure. Member Jurisdictions may or may not have licenses available in each stage.

1. **"Stage 1 Teacher License"** means a license issued to an individual who holds a minimum of a Bachelor's degree, has met approved teacher

preparation program admission requirements, but has not met the jurisdiction-specific requirements of the issuing Member Jurisdiction.

2. **“Stage 2 Teacher License”** means a license issued to an individual who holds a minimum of a Bachelor’s degree, has completed an approved teacher preparation program, but has not met the jurisdiction-specific requirements for a Stage 3 license of the issuing Member Jurisdiction.

3. **“Stage 3 Teacher License”** means a license issued to an individual who holds a minimum of a Bachelor’s degree, has completed an approved teacher preparation program and has met all jurisdiction-specific requirements of the issuing Member Jurisdiction.

4. **“Stage 4 Teacher License”** means a license issued to an individual who holds a minimum of a Master's degree or the equivalent, has completed an approved teacher preparation program and has met any jurisdiction-specific requirements beyond those required for the Stage 3 License of the issuing Member Jurisdiction.

I. **“License”** means certificate, credential or other similar term designated by the Member Jurisdiction.

J. **“Member Jurisdiction”** means an entity which is a voting member of NASDTEC.

K. **“School”** means an institution, other than a home school, which offers instruction for students of any grade, birth-Grade 12, which satisfies the compulsory attendance requirements of the Member Jurisdiction in which the institution is located.

L. **“Support Professional”** means a person, other than a teacher or administrator, who is required to hold an educator license based upon at least a bachelor’s degree.

M. **“Teacher”** means a person whose primary responsibility is to instruct students or as otherwise defined by the Member Jurisdiction.

## SECTION IV: DUTIES OF MEMBER JURISDICTIONS

In signing this Interstate Agreement, Member Jurisdictions agree to:

A. Adopt and enforce quality standards for approved programs;

B. Maintain and publish a current listing of programs approved within the Member Jurisdiction;

- C. Apply Jurisdiction-Specific Requirements equitably to applicants completing approved programs in any other Member Jurisdiction;
- D. Agree in principle to the "Assumptions" set forth in this Interstate Agreement;
- E. Agree in principle to the "Minimum Essential Components";
- F. In addition to the signing the NASDTEC Interstate Agreement for Educator Licensure, each Member Jurisdiction signs the NASDTEC Educator Information Clearinghouse Agreement, agreeing to notify the NASDTEC Educator Information Clearinghouse immediately upon denial, suspension, revocation, or surrender of an educator's License for reasons other than failing to meet academic requirements.

## **SECTION V: PROCEDURE FOR MEMBER PARTICIPATION**

- A. Each Member Jurisdiction shall complete a Jurisdiction-Specific Requirement (JSR) Index for each educator category in the form and timeframe as directed by the NASDTEC Executive Director.
- B. Each Member Jurisdiction shall revise the Jurisdiction-Specific Requirement Index immediately in the event that its licensure criteria are amended or modified.
- C. The NASDTEC Executive Director shall compile a Master Index reflecting all Member Jurisdiction's Jurisdiction-Specific Requirements for distribution and for posting on the NASDTEC web site.

## **SECTION VI: DURATION OF THE INTERSTATE AGREEMENT**

- A. This Interstate Agreement shall have duration until September 30 of each year ending in a five or a zero, unless terminated as provided below. The Interstate Agreement shall be automatically renewed in the then-current format for each subsequent five-year period unless written notice of intent not to renew is given to the Executive Director of NASDTEC by July 1 of the final year of an Interstate Agreement period.
- B. A Member Jurisdiction may withdraw from the Interstate Agreement upon one year's written notice to the Executive Director of NASDTEC who shall in turn notify all other affected Member Jurisdictions. It shall be incumbent upon the Executive Director to notify other Member Jurisdictions.

**SECTION VII: MISCELLANEOUS TERMS**

A. The NASDTEC Executive Board, by and through the Chair of the NASDTEC Interstate Agreement Committee, shall be responsible for administration and interpretation of this Interstate Agreement.

B. NASDTEC recognizes the fluidity of educator preparation and licensure laws, regulations and policies in Member Jurisdictions. It is NASDTEC's intent to maintain the JSR Index as a current and accurate reflection of each Member Jurisdiction's requirements. However, circumstances beyond the control of NASDTEC may, on occasion, inhibit the accuracy of the Master Index. Accordingly, it is recommended that users of the JSR Index refer to Member Jurisdictions' websites to confirm specific requirements. Further, it is understood that this Interstate Agreement and the JSR Index are provided to facilitate the exchange of information and are not intended to supplant or supersede individual jurisdiction's authority.

**SECTION VIII: MEMBER JURISDICTION-SPECIFIC LICENSURE REQUIREMENTS**

Driven by the Assumptions identified in Section II of this document, as of October, 2010, NASDTEC Member Jurisdictions recognize the complex nature of the Interstate Agreement, and the public's need for clear, accurate information when moving from one Member Jurisdiction to another. Member Jurisdictions agree to make Levels of Licensure and Jurisdiction Specific Requirements (JSR) clear to each other and the public by completing and maintaining the JSR Index. This Index is intended to provide information to anyone seeking educator licensure in a Member Jurisdiction, whether prepared through a traditional or non-traditional pathway. It identifies specific requirements beyond the NASDTEC-identified "Minimum Essential Components" for educator preparation. A Member Jurisdiction's laws and regulations in place at the time of application for licensure supersede information provided here.

The JSR Index templates are provided in separate documents.

**SECTION IX: ASSURANCES**

The signatory to this Interstate Agreement hereby assures that he or she is authorized to sign on behalf of the Member Jurisdiction and that the Interstate Agreement, Jurisdiction Specific Requirements and Addendum (when completed) have been reviewed and accepted by those individuals or entities responsible for licensure of educators in this Member Jurisdiction.

**APPROVED AND ACKNOWLEDGED BY:**

<b>Member Jurisdiction (State):</b>	
<b>Name:</b>	<b>Title:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Jurisdiction Contact:</b>	
<b>Email:</b>	<b>Phone:</b>