

# *VDOE Requirements for Renewal of a Collegiate and Postgraduate Professional Teaching Licenses*

Each license holder is required to earn 180 professional development points from eight options. In addition, individuals are required to complete the following:

1. The Child Abuse Recognition and Intervention Training tutorial that may be accessed at the following Web site: <http://www.dss.virginia.gov/abuse/mr.cgi>
2. Technology Standards for Instructional Personnel. Please note that this requirement can be met through a Virginia employing school division or by completing a Virginia college or university approved program (since December 1998).
3. There is a \$25 fee for renewal. (NNPS pays this fee.) Checks must be made out to the Treasurer of Virginia. The detailed fee schedule for licensure can be accessed at the following Web site: <http://www.doe.virginia.gov/VDOE/newvdoe/feeschedule.pdf>

## *Summary of the Eight Renewal Options*

### **College Credit**

Acceptable course work offers content that provides new information and is offered on campus, off-campus, or through extension by a regionally accredited two-year or four-year college or university. Courses must be taken for credit, and the license holder must earn a passing grade or a “pass” in courses taken on a “pass” or “fail” basis.

### **License holders without a master’s degree**

A minimum of 90 points (three semester hours in a content area) in the license holder’s endorsement area(s) shall be required of license holders without a master’s degree and may be satisfied with undergraduate or graduate-level course work completed at a two-year or four-year regionally accredited college or university.

### **License holders with a master’s degree**

License holders with a master’s degree may take undergraduate or graduate-level course work from a regionally accredited two-year or four-year college or university within or outside of the license holder’s endorsement area(s) that meet the criteria of the Domains of Professional Competency.

### **Technical Professional License holders**

Technical Professional License holders without baccalaureate degrees may satisfy the

requirement through vocational education workshops, vocational education institutes, or through undergraduate course work at two-year or four-year regionally accredited institutions. The remaining 90 points of the 180 total professional development points, if accrued within Option 1, may be taken from a regionally accredited two-year or four-year college or university through undergraduate course work within or outside of the license holder's endorsement area(s) that meet the criteria of the Domains of Professional Competency.

### **What is content area course work?**

Content area courses are courses at the undergraduate level (two-year or four-year regionally accredited college or university) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social science, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts and sciences. License holders with an elementary endorsement may satisfy the requirement by taking an academic content course in English, social sciences, mathematics, sciences, fine arts, and/or health and physical education. A grade-level endorsement requires course work in the major academic content areas of the endorsement. License holders with an endorsement and/or current teaching assignment in the areas of history and the social sciences may satisfy the content requirement by taking an academic content course in history or any of the related social science disciplines (geography, anthropology, psychology, political science, economics, and sociology). License holders in English may satisfy the content requirement by taking an academic content course in English, literature, journalism, theatre arts, and/or speech. A subject-specific endorsement requires course work in the academic content area indicated by the endorsement or a related subject area.

### **Professional Conference**

A professional conference is defined as any formal meeting, workshop, institute, or seminar of four or more hours which addresses educational concerns through objectives such as upgrading skills and knowledge, providing information, and/or providing motivating activities for educators or students.

### **Curriculum Development**

Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution. The license holder may accrue points within this option for time spent in preliminary planning and development or in completing materials for use by teachers and/or students. Credit shall be given for service as an official member of a division, state, national, or international panel or committee.

### **Publication of Article**

Writing about one's professional research, experiences, perceptions, and beliefs can be a rewarding experience. The written narrative, article, or report should contribute to the effective practice of the profession and/or to the body of knowledge of the profession. Grant reports that present the results of educational research are acceptable within this

option, provided the license holder had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation.

### **Publication of Book**

The writing of a book represents a substantial effort to bring significant experience(s) or new subject matter to an intended audience. Books assigned renewal credit should focus on concepts that augment new theories or practices applicable to the teaching profession. A book whose content increases the body of knowledge of literature, history, science, or other content area may also earn credit within this option.

### **Mentorship/Supervision**

Mentorship/Supervision is a process by which an experienced professional provides assistance to one or more persons for the purpose of improving performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, development of plans, and informal contact. This option includes the supervision of field experiences of a pre-service student teacher or an intern in an approved teacher/principal preparation program. The option also may include mentor programs designed as part of the induction process for the beginning teacher or first-year administrator.

### **Educational Project**

An educational project is an option for the license holder to enhance the skills or advance the educational needs of the group being served. Activities within this option may include a broad range of programs: participation in a professional exchange program in which the license holder changes position with another educator for an extended period of time; participation in an alternative work-experience program (paid or volunteer) in which the license holder fulfills new professional responsibilities for a specified period of time; participation in a program of independent study, provided that the license holder investigates a specific aspect of education, produces a written report or other tangible product, and evaluates the independent study and its product. Additional activities within this option may include institutional self-study projects, administrative review projects, teaching of a course for a college/university or for an employing educational agency activity and/or other activities for school improvement.

### **Professional Development Activity**

Staff development programs have become more sophisticated in recent years with the advent of needs assessment, program design, training, implementation, follow-up, and evaluation components being included in professional development activities. The research on effective staff development includes a large body of knowledge on adult learning that describes which types of programs will best meet the instructional, psychological, emotional, and physical needs of the participants. Quality staff development is sequential in nature and needs ongoing support and/or follow-up in-service programs. Local employing educational agencies are encouraged to design staff development activities using teams of teachers, administrators, and central office personnel working in a collaborative effort to enhance professional performance and advance the goals of the employing educational agency.