UVA-WISE Center for Teaching Excellence
Teacher License: What Can We Do for You?

Understanding Licensure in Virginia
In Virginia, the Department of Education is the licensing authority for all teachers, pre-kindergarten through grade 12. The DOE requires completion of a state-approved licensure program in an accredited higher education institution. Additionally, an alternate route to licensure is accepted.
State-Approved Program

Graduates of state-approved education programs are prepared to satisfy all initial licensure requirements in their subject area and should receive their teaching license upon graduation. State-approved programs provide candidates the required coursework, assessment testing, and student internship required to be a fully certified Virginia PK-12 educator.

Alternate Route Licensure

Graduates of other university programs (i.e. bachelors in mathematics, bachelors in economics, etc.) with no education coursework completed would not meet all the requirements for initial teaching licensure. In this case, a candidate with minimal deficiencies may still be employed by a school division and be granted a provisional license (at the school division request) for a period of three years, during which the deficiencies are to be satisfied.
Licensure in Virginia

Please remember! When looking at coursework, or degree-seeking programs to fulfill your licensure needs, **BE SURE** to investigate the coursework or program to ensure it will lead to licensure in the state of Virginia.
4 Requirements for Licensure

1. Content Knowledge Coursework
2. Education “Professional Studies” Coursework
3. Assessment Testing
4. Internship – Student Teaching or Work Experience
Coursework

Content Knowledge Coursework:  Example – Secondary Math

• Graduated from an approved teacher preparation program in mathematics; or
• Completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas: Algebra (linear and abstract), Geometry (Euclidean and non-Euclidean), Analytical Geometry, Probability and Statistics, Discrete Mathematics (finite sets and systems and linear programming), Computer Science (Programming), and Calculus (including Multivariable Calculus).

Education “Professional Studies” Coursework:  (15 semester hours):

– Foundations of Education
– Human Growth and Development
– Reading in the Content
– Classroom & Behavior Management
– Curriculum & Instructional Procedures
Student Teaching Internship is completed as part of a degree-seeking state-approved licensure program. Internees are placed in an accredited K-12 school with an experienced educator/mentor for a minimum of 300 clock hours and are supervised/evaluated by the university as to their ability and success.

Work Experience - One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be assigned in the school building and serve as mentor to assist a beginning teacher employed through the alternate route.
Applicants requesting an initial teaching license are required to achieve passing scores on professional teacher’s assessments prescribed by the Board of Education:


Academic Skills Assessment
Content Assessment
Reading Assessment

Virginia Communication & Literacy Assessment (VCLLA)
Praxis II
Reading for Virginia Educators (RVE) (Elem, Sp Ed & Reading Specialist only)
What are the requirements for a Provisional Teaching License in Virginia?
Individuals cannot request a provisional teaching license – it must be done by an employing school division – and can only be done if the applicant has a minimum of a bachelor’s degree from an accredited college and has met subject area content coursework.
Minimum Requirements

- Bachelor’s Degree/Required Content Coursework
  - You can be lacking Professional Studies Courses
  - You can be lacking Assessment Testing
  - You can be lacking Student Teaching
  - Special Education teachers can be given a provisional with minimum of any bachelor’s degree and 1 specific Special Education content course that deals with the Foundations of Special Education to include legal aspects & characteristics
18 Credit Hours:
Elementary Education
Special Education (Some of these cross count as content)

15 Credit Hours:
All K-12 Endorsements (Art, H/PE, Music, etc)
Secondary Endorsements
Career-Technical (Those with Bachelor’s Degrees)

9 Credit Hours:
Career-Technical (Those with work experience)
Upon employment & request of the employing school division, a NON-RENEWABLE provisional license will be issued for a period of 3 years (July-June).

During the 3 year period, lacking coursework, assessment, and work experience verification must be completed and evidence sent to the DOE.

Once completed, a fully-certified 5 year renewable teaching license will be issued.
Extra Needs To Be Met

- Child Abuse and Neglect Recognition and Intervention Training
- Emergency First Aid, CPR & AED Certification or Training
- Technology Standards for Instructional Personnel
- Virginia History or State and Local Government Module
- Licensing of Speech-Language Pathologist
Once a fully-certified license is obtained, individuals can add certain additional endorsements based on one of two options:

- Content Coursework
- Praxis II Testing

Adding Endorsements

Keep in mind – you cannot add endorsements or transfer between regular education and special education without doing a second student teaching intern/work experience.
Renewing a License

- 5 Year License Cycle
- 180 Recertification Points
- 8 Options to gain recertification points
- One 3-credit hour course = 90 points
- DOE recognizes 2-year, 4-year, and graduate college courses
- Mandated “content course” requirement removed effective July 2015
- DOE is continually revising requirements and adding new standards so .....
The DOE Website

Keep this website close by!

How can the CTE help you?
The UVA-WISE Center for Teaching Excellence (CTE) offers the following professional studies courses at the undergraduate level and as prescribed by the Virginia Department of Education. These online courses are open to Virginia provisionally licensed teachers who need professional studies coursework to complete their initial teaching licensure.
Which Licensure Course am I Supposed to Take?

The Center for Teaching Excellence currently offers the following courses that align to the Virginia Department of Education requirements for teachers with a provisional license or special education: general curriculum provisional license. Please use the following guide to help choose the courses that fit your specific endorsement needs.

**Elementary Education**
PK-3, PK-6
- EDU-S460 Foundations of Reading
- EDU-3800 Human Growth and Development
- EDU-4080 Classroom Management & Discipline
- EDU-4460 Organizational/Instruction Procedures
- EDU-C481 Lit. Assess. & Inst Lang. Acquisition

**Secondary (High School) Education**
& Career-Technical Endorsed Areas & K-12 Areas (PE, Spanish, Art, etc)
- EDU-C251 Foundations of Education
- EDU-J3600 Reading in the Content Areas
- EDU-3800 Human Growth and Development
- EDU-4080 Classroom Management & Discipline
- EDU-4020 Design/Development of Instruction or foreign language:
- LAN-3820 Methods of Teaching Foreign Language

**Special Education: General Curriculum**
- EDU-S460 Foundations of Reading
- EDU-3800 Human Growth and Development
- EDU-C368 Characteristics Cognitive Disorders
- EDU-3690 Inclusion of Exceptional Children
- EDU-C379 Characteristics Behavior Disorders
- EDU-3610 Diagnosing/Remedial Inst: Elem.
- EDU-3620 Diagnosing/Remedial Inst: Sec.
- EDU-4080 Classroom Management/Discipline
- EDU-C451 Lit. Assess. & Inst Lang. Acquisition
- EDU-C455 Transforming Students w/Disabilities
- EDU-C458 Collabor., Consultation & Case Mgmt.
- EDU-3690 meets the foundations of special education & legal aspects course required to initially obtain a provisional Special Education: General Curriculum teaching license.

**EDU-4020** Approval/acceptance by DOE may vary based on license endorsement area (i.e. endorsements such as Music and Foreign Language may require curriculum/instruction to be specific to that endorsement). To ensure your exact licensure needs are met, the CTE encourages course participants to seek course approval from their employing school division licensure contact or their VA DOE licensure evaluator. The CTE can additionally provide some licensure guidance.
• **EDU C251: Foundations and Dev. of American Education (3)**
  A study of American education including the history of education and the major philosophical and sociological forces affecting education, with emphasis on contemporary issues, problems, and patterns relative to curriculum design and development in American Schools. Requires 20 logged hours of observation in an elementary and/or secondary school setting.

• **EDU 3450: Foundations of Reading Instruction (3)**
  This course is designed to provide information on balanced reading instruction in grades PreK-6. Specific topics addressed will include: theories/models of the reading process, language acquisition, phonemic awareness, word identification strategies (sight vocabulary, phonics knowledge, structural analysis, and contextual analysis), vocabulary development strategies, comprehension strategies, reading-writing connections, and assessments (formal and informal). Requires 30 hours of field experience in a K-6 classroom setting.

• **EDU 3580 Reading and the Language Arts in the Content Areas, 6-12 (3)**
  The content of this course is designed to provide information on various approaches and techniques for utilizing and teaching reading/writing strategies within grades 6-12 content areas (i.e. literature, history/social science, mathematics, science, etc.). Emphasis is placed on procedures for evaluating textbooks, strategies to help students develop comprehension and study skills, and methods for teaching vocabulary and concepts. The student will learn, practice, and internalize strategies that are essential life-long learning skills for reading, writing, understanding and interpreting content specific materials. This course requires 30 hours of field experience in a 6-12 school setting.
EDU 3600: Human Growth and Development (3)
A study of the development of the whole child: physical traits, learning and intelligence, social and emotional behavior, and personality adjustment. Emphasis on birth to adolescence.

EDU 4080: Classroom Management and Discipline (3)
This course presents various alternatives for classroom management and the development of classroom management plans for students at both the elementary and secondary levels.

EDU 4460: Organizational & Instructional Procedures for Grades PK-6 (3)
The course will discuss the defining responsibilities of PK-6 teachers and effective teaching, and the ability to modify and manage learning environments and experiences to meet the individual needs of children. The students will gain a greater understanding of the roles and responsibilities of a PK-6 teacher with content, ideas, and real scenarios that bring the teaching profession to life.

EDU C451: Literacy, Assessment & Instruction - Language Acquisition (3)
Instruction in this course focuses on the techniques, methods, and materials that can be used in effectively diagnosing reading difficulties/deficiencies and strengths in students in grades K through 8. Course content will include a study of both formal and informal assessment measures with emphasis placed on the procedures for administering and interpreting an Informal Reading Inventory (IRI) and how to use results from this inventory to prescribe and then deliver appropriate reading instruction to students in grades K-8. As part of the service learning component for the course, students will be required to serve as a tutor for a K-8 student in a school setting.
EDU 4820: Design & Development of Instruction for Grades 6-12 (3)
This course is designed to prepare students to teach at the middle and high school level by developing the necessary knowledge & skills to design, implement, & evaluate instruction. In this course the student will learn about a number of critical issues and topics that teachers must understand and be able to skillfully apply in order to successfully overcome the challenges of today's classrooms. The emphasis will be on providing participants with practical advice and strategies to deal with real-world problems that teachers face every day.

LAN 3820: Methodology of Teaching a Foreign Language (3)
This course is designed to prepare students to teach a foreign language by developing the necessary knowledge & skills to design, implement, & evaluate instruction. In this course the student will learn about a number of critical issues and topics that teachers must understand and be able to skillfully apply in order to successfully overcome the challenges of today's classrooms. The emphasis will be on providing participants with practical advice and strategies to deal with real-world problems that teachers face every day.

EDU-4820 Approval/acceptance by DOE may vary based on license endorsement area (i.e. endorsements such as Music and Foreign Language may require curriculum/instruction to be specific to that endorsement). To insure your exact licensure needs are met, the CTE encourages course participants to seek course approval from their employing school division licensure contact or their VA DOE licensure evaluator.
In the fall semester of 2011, The University of Virginia’s College at Wise Center for Teaching Excellence began offering online special education: general curriculum and professional studies education courses on a rotating schedule. Taught by UVA-WISE faculty and supported by online learning specialists at the CTE, all coursework is offered completely online. Online courses are open to provisionally licensed teachers who need special education or professional studies coursework, to general education teachers seeking to add special education to their licenses, and to teachers seeking courses for recertification points.
EDU-3690 is our 3 credit hour course that meets the foundations of special education, legal aspects and characteristics competency course requirement to initially obtain a provisional Special Education: General Curriculum teaching license.
CTE Online Course Alignment for Special Education: General Curriculum

VDOE Competency

If you need...

- Professional Studies: Foundations of Education (3 Cr Hr)
  Human Growth & Development (3 Cr Hr)

Then you should take...

- EDU 3600: Human Growth & Development
- EDU 3690: Inclusion of Exceptional Children in the Regular Classroom
- EDU 4080: Classroom Management and Discipline
- EDU C375: Assessment and Evaluation in Special Education
- EDU C456: Collaboration, Consultation & Case Management
- EDU C368: Characteristics of Cognitive Disabilities
- EDU C379: Characteristics of the Behaviorally Disordered
- EDU 3610: Diag/Remedial Inst. for Students w/Learning 9 Behavior Problems: Elementary
- EDU 3620: Diag/Remedial Inst. for Students w/Learning 9 Behavior Problems: Secondary
- EDU C455: Transitioning Students With Disabilities
- EDU 3450: Foundation of Reading Instruction
- EDU C451: Language Acquisition - Literacy Assessment and Instruction

Special Education: General Curriculum Courses

Please note the Supervised Classroom Experience and assessment test monitoring is not offered by the CTE.
Special Education Licensure Courses (1)

- **EDU C251: Foundations of Education (3)**
  A study of American education including the history of education and the major philosophical and sociological forces affecting education, with emphasis on contemporary issues, problems, and patterns relative to curriculum design and development in American Schools. Requires 20 logged hours of observation in an elementary and/or secondary school setting.

- **EDU 3450: Foundations of Reading Instruction (3)**
  This course is designed to provide information on balanced reading instruction in grades PreK-6. Specific topics addressed will include: theories/models of the reading process, language acquisition, phonemic awareness, word identification strategies (sight vocabulary, phonics knowledge, structural analysis, and contextual analysis), vocabulary development strategies, comprehension strategies, reading-writing connections, and assessments (formal and informal). Requires 30 hours of field experience in a K-6 classroom setting.

- **EDU 3600: Human Growth and Development (3)**
  A study of the development of the whole child: physical traits, learning and intelligence, social and emotional behavior, and personality adjustment. Emphasis on birth to adolescence.

- **EDU C368: Characteristics of Cognitive Disorders (3)**
  This course provides a comprehensive study of the characteristics of specific learning disabilities and intellectual disabilities. Specific learning disorders related issues (e.g., medical aspects, assessment, early identification and intervention, learning and teaching theories, reading, oral language, writing, math, social and emotional behavior and study skills) and related teaching methods will be studied. The course also provides extensive study on understanding the characteristics of mental retardation, teaching and training approaches for school children with mental retardation. This course requires 20 hours of a field experience working with children with cognitive disabilities.

- **EDU 3690: Inclusion of Exceptional Children into the Regular Classroom (3)**
  A survey of the field of special education. Emphasis is on techniques for integrating students with intellectual, emotional, social and physical handicaps into the least restrictive educational environment. Requires 30 hours of observation/participation in the elementary and/or secondary school classroom. (★ Satisfies foundations of special education, legal aspects and characteristics course required to initially obtain a provisional license)
- **EDU-C375: Assessment and Evaluation in Special Education (3)**
  This course involves study of the basic principles and techniques of evaluation. Emphasizes concepts and methods for oral and written reporting of educational, diagnostic and prescriptive information concerning students with various handicaps.

- **EDU C3790: Characteristics of Behaviorally Disordered (3)**
  The study of emotional handicaps and behavior disorders including their characteristics, etiology, and assessment criteria. The class will include preparation in behavior management, psychoeducational, and ecological strategies for instructing students with emotional and behavior disorders. The student will learn to apply a variety of techniques to design educational plans for students with behavioral and emotional disabilities. This course has a required field experience of 15 observational hours in a public school setting.

- **EDU 3810: Diagnostic-Remedial Inst. for Students with Learning & Behavioral Disabilities: Elementary Level (3)**
  This course addresses techniques for assessing and remediating specific learning and behavior problems of elementary age students with learning and behavior disorders. Specific attention is given to teaching basic academic subjects and methods of classroom management. The development and implementation of Individual Education Plans will also be stressed.

- **EDU 3820: Diagnostic-Remedial Inst. for Students with Learning & Behavioral Disabilities: Secondary Level (3)**
  This course is designed to provide special education teacher candidates an extensive study of the components of effective transition education curriculum and service models, service guidelines, parents’ involvement, transition assessment, job placement, training and supervision, transition to adult life, instructional strategies, and community resources. Candidates will study the scope and sequence of the secondary curriculum and will also learn to develop an individualized transitional curriculum relevant to vocational training, life skills and functional skills domain. The course emphasizes techniques for fostering motivation to acquire basic academic and social/personal skills as well as meeting the long term goals of transition education in the special education program. Secondly, this course will provide training to students on special education collaboration and consultation procedures. Fundamentals of collaboration, applications of collaboration (i.e., consultation, and team work, co-teaching, staff development, interpersonal problem solving, pragmatic issues of collaboration, techniques in interpersonal communication, etc.) and issues in collaboration are also studied.
Special Education Licensure Courses (3)

- **EDU 4080: Classroom Management and Discipline (3)**
  This course presents various alternatives for classroom management and the development of classroom management plans for students at both the elementary and secondary levels.

- **EDU C451: Literacy, Assessment & Instruction – Language Acquisition (3)**
  Instruction in this course focuses on the techniques, methods, and materials that can be used in effectively diagnosing reading difficulties/deficiencies and strengths in students in grades K through 8. Course content will include a study of both formal and informal assessment measures with emphasis placed on the procedures for administering and interpreting an Informal Reading Inventory (IRI) and how to use results from this inventory to prescribe and then deliver appropriate reading instruction to students in grades K-8. As part of the service learning component for the course, students will be required to serve as a tutor for a K-8 student in a school setting.

- **EDU C455: Transitioning Students with Disabilities (3)**
  This course is designed to provide future special education teachers extensive study in preparing students with disabilities to make transitions throughout their educational experience and into adulthood. Course participants will study strategies that will enable them to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self advocacy, and self-determination, guardianship and legal considerations. Participants will identify strategies that are essential in teaching life-skills to students and are necessary to achieve the greatest level of personal independence. This course will prepare students to work with families, students with disabilities, and related agencies to plan and prepare for transitional needs that will enhance each student’s capacity for personal independence.

- **EDU C456: Collaboration, Consultation, and Case Management (3)**
  This course is designed to provide future special education teachers extensive practice in developing skills necessary to collaborate or consult effectively with school professionals, students and their families, and outside agencies in order to provide the most beneficial educational services for students with disabilities. Students will also develop necessary case management strategies.
For more information or to schedule a consultation, please email or call:

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