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1 **HOUSE BILL NO. 1168**

2 Offered January 14, 2026

3 Prefiled January 14, 2026

4 *A BILL to amend and reenact §§ 22.1-60.1 and 22.1-253.13:5, as it is currently effective and as it shall*
5 *become effective, of the Code of Virginia, relating to division superintendents; evaluations.*

6 Patron—Cole, N.T.

7 Committee Referral Pending

8 **Be it enacted by the General Assembly of Virginia:**9 **1. That §§ 22.1-60.1 and 22.1-253.13:5, as it is currently effective and as it shall become effective, of the**
10 **Code of Virginia are amended and reenacted as follows:**11 **§ 22.1-60.1. Evaluation of superintendent.**12 Each local school board shall evaluate the division superintendent annually consistent with the
13 performance objectives set forth in Guidelines for Uniform Performance Standards and Evaluation Criteria
14 for Teachers, Administrators, and Superintendents as required by § 22.1-253.13:5. *Each local school board*
15 *shall submit each such performance evaluation to the Department no later than September 30 of the school*
16 *year following such evaluation for a review of the consistency of the evaluation with such performance*
17 *objectives.*18 **§ 22.1-253.13:5. (Effective until July 1, 2026) Standard 5. Quality of classroom instruction and**
19 **educational leadership.**20 A. Each member of the Board shall participate in high-quality professional development programs on
21 personnel, curriculum and current issues in education as part of his service on the Board.22 B. Consistent with the finding that leadership is essential for the advancement of public education in the
23 Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance
24 standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for
25 Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a
26 significant component and an overall summative rating. Teacher evaluations shall include regular observation
27 and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification
28 of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.
29 Evaluations shall include an evaluation of cultural competency. *Each division superintendent performance*
30 *evaluation shall include a self-evaluation component in which the division superintendent describes the*
31 *specific ways in which he supports student achievement and his goals and plans for improving student*
32 *achievement.*33 C. The Board shall provide guidance on high-quality professional development for (i) teachers, principals,
34 supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division
35 superintendents in the evaluation and documentation of teacher and principal performance based on student
36 academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school
37 board members on personnel, curriculum and current issues in education; (iv) teachers of the blind and
38 visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille;
39 (v) any individual with an endorsement in early/primary education preschool through grade three, elementary
40 education preschool through grade six, special education general curriculum kindergarten through grade 12,
41 special education deaf and hard of hearing preschool through grade 12, special education blindness/visual
42 impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a
43 reading specialist that builds proficiency in science-based reading research and evidence-based literacy
44 instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches
45 English that builds proficiency in evidence-based literacy instruction and science-based reading research;
46 (vii) each middle school principal and teacher with an endorsement in middle education grades six through
47 eight who teaches mathematics, science, or history and social science that builds an awareness of
48 evidence-based literacy instruction and science-based reading research; (viii) each teacher with a provisional
49 general education or special education license or an endorsement in early/primary education preschool
50 through grade three, elementary education preschool through grade six, middle education grades six through
51 eight, and secondary education grades six through 12; each principal with an endorsement in administration
52 and supervision preschool through grade 12; and each teacher's aide or other paraprofessional that builds
53 proficiency in instructional practices to support specially designed instruction in inclusive settings; (ix) each
54 teacher with a provisional special education license or an endorsement in special education general
55 curriculum preschool through grade 12, special education deaf and hard of hearing preschool through grade
56 12, or special education blindness and visual impairments preschool through grade 12 that builds proficiency
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59 in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral,
60 evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4;
61 and (x) all instructional personnel and school board employees whose duties include regular contact with
62 students on communicating with and supporting students with autism spectrum disorder.

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

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

76 The Department shall provide technical assistance, including special education coaching, to local school
77 divisions to provide professional development in special education and related services and in instructional
78 practices to support specially designed instruction in inclusive settings. The Department shall provide
79 resources to local school divisions to ensure that each division is able to provide professional development to
80 the teachers, principals, teacher's aides, and other paraprofessionals listed in subdivisions E 4 and 5 at no cost
81 to such individuals.

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

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

103 In addition, each local school board shall provide:

104 1. Teachers and principals with high-quality professional development programs each year in (i)
105 instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing
106 the progress of individual students, including Standards of Learning assessment materials or other criterion-
107 referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in
108 English, mathematics, science, and history and social science; (v) interpreting test data for instructional
109 purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom
110 management;

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

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

130 4. (Effective July 1, 2027) High-quality professional development in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4 for each teacher with a provisional special education license or an endorsement in special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness and visual impairments preschool through grade 12;

136 5. (Effective July 1, 2027) High-quality professional development in instructional practices to support specially designed instruction in inclusive settings for each teacher with a provisional general education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, and secondary education grades six through 12; each principal with an endorsement in administration and supervision preschool through grade 12; each teacher's aide or other paraprofessional; and any teacher with a provisional special education license for whom the school board determines there is a need for such professional development; and

143 6. High-quality professional development each year in communicating with and supporting students with autism spectrum disorder for any instructional personnel and school board employees whose duties include regular contact with students, in accordance with the guidance provided by the Board pursuant to clause (x) of subsection C, that includes (i) an overview of the characteristics and behavioral recognition of autism spectrum disorder, (ii) strategies for communicating and interacting with and supporting students with autism spectrum disorder, and (iii) best practices for responding to and de-escalating certain behavioral challenges and situations. Such professional development shall be optional, provided, however, that any instructional personnel or school board employee who completes such professional development shall be eligible for professional development points toward renewal of his license for the number of in-person hours of coursework completed.

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

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

160 **§ 22.1-253.13:5. (Effective July 1, 2026) Standard 5. Quality of classroom instruction and educational leadership.**

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

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

175 C. The Board shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; (iv) teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired, in Braille; (v) any individual with an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, special education general curriculum kindergarten through grade 12,

183 special education deaf and hard of hearing preschool through grade 12, special education blindness/visual
184 impairments preschool through grade 12, or English as a second language preschool through grade 12, or as a
185 reading specialist that builds proficiency in science-based reading research and evidence-based literacy
186 instruction; (vi) each teacher with an endorsement in middle education grades six through eight who teaches
187 English that builds proficiency in evidence-based literacy instruction and science-based reading research;
188 (vii) each middle school principal and teacher with an endorsement in middle education grades six through
189 eight who teaches mathematics, science, or history and social science that builds an awareness of
190 evidence-based literacy instruction and science-based reading research; (viii) each teacher with a provisional
191 general education or special education license or an endorsement in early/primary education preschool
192 through grade three, elementary education preschool through grade six, middle education grades six through
193 eight, and secondary education grades six through 12; each principal with an endorsement in administration
194 and supervision preschool through grade 12; and each teacher's aide or other paraprofessional that builds
195 proficiency in instructional practices to support specially designed instruction in inclusive settings; (ix) each
196 teacher with a provisional special education license or an endorsement in special education general
197 curriculum preschool through grade 12, special education deaf and hard of hearing preschool through grade
198 12, or special education blindness and visual impairments preschool through grade 12 that builds proficiency
199 in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral,
200 evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4;
201 and (x) all instructional personnel and school board employees whose duties include regular contact with
202 students on communicating with and supporting students with autism spectrum disorder.

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

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

216 The Department shall provide technical assistance to local school divisions to implement professional
217 learning resources from the list of vendors approved by the Department pursuant to subdivision K 3 of
218 § 22.1-253.13:1.

219 The Department shall provide technical assistance, including special education coaching, to local school
220 divisions to provide professional development in special education and related services and in instructional
221 practices to support specially designed instruction in inclusive settings. The Department shall provide
222 resources to local school divisions to ensure that each division is able to provide professional development to
223 the teachers, principals, teacher's aides, and other paraprofessionals listed in subdivisions E 4 and 5 at no cost
224 to such individuals.

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

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234 and documentation of performance standards and evaluation criteria based on student academic progress and
235 skills for teachers, principals, and superintendents to clarify roles and performance expectations and to
236 facilitate the successful implementation of instructional programs that promote student achievement at the
237 school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in
238 acquiring the skills needed to work with gifted students, students with disabilities, and students who have
239 been identified as having limited English proficiency and to increase student achievement and expand the
240 knowledge and skills students require to meet the standards for academic performance set by the Board; (iii)
241 in educational technology for all instructional personnel which is designed to facilitate integration of
242 computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to
243 increase proficiency in instructional leadership and management, including training in the evaluation and
244 documentation of teacher and principal performance based on student academic progress and the skills and

245 knowledge of such instructional or administrative personnel.

246 In addition, each local school board shall provide:

247 1. Teachers and principals with high-quality professional development programs each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; (vi) technology applications to implement the Standards of Learning; and (vii) effective classroom management;

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

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

273 4. (Effective July 1, 2027) High-quality professional development in implementing the Virginia IEP established pursuant to subdivision 11 of § 22.1-214.4 and the referral, evaluation, reevaluation, and eligibility forms and worksheets referenced in subdivision 6 of § 22.1-214.4 for each teacher with a provisional special education license or an endorsement in special education general curriculum kindergarten through grade 12, special education deaf and hard of hearing preschool through grade 12, and special education blindness and visual impairments preschool through grade 12;

279 5. (Effective July 1, 2027) High-quality professional development in instructional practices to support specially designed instruction in inclusive settings for each teacher with a provisional general education license or an endorsement in early/primary education preschool through grade three, elementary education preschool through grade six, and secondary education grades six through 12; each principal with an endorsement in administration and supervision preschool through grade 12; each teacher's aide or other paraprofessional; and any teacher with a provisional special education license for whom the school board determines there is a need for such professional development; and

286 6. High-quality professional development each year in communicating with and supporting students with autism spectrum disorder for any instructional personnel and school board employees whose duties include regular contact with students, in accordance with the guidance provided by the Board pursuant to clause (x) of subsection C, that includes (i) an overview of the characteristics and behavioral recognition of autism spectrum disorder, (ii) strategies for communicating and interacting with and supporting students with autism spectrum disorder, and (iii) best practices for responding to and de-escalating certain behavioral challenges and situations. Such professional development shall be optional, provided, however, that any instructional personnel or school board employee who completes such professional development shall be eligible for professional development points toward renewal of his license for the number of in-person hours of coursework completed.

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

300 G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division. Such review shall consider the extent to which the professional development program supports teachers in implementing the textbooks and other high-quality instructional materials adopted for division and school use.