

**Policy 5100: Approval of Educator Preparation Programs**  
**Comment Log**  
*July 10, 2015 - August 10, 2015*

<u>Action</u>	<u>Type</u>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		§126-114-1. General.		
08-07	Angela Stroud Teacher Wayne County Board of Education Dunlow, WV	I think the policy should be written in a more simple and user friendly language. It makes it difficult to fully understand the policy with the length and language that is used.	N/o	Comment does not suggest specific changes to the content of the policy.
08-07	James Marcum Teacher Wayne County Board of Education Dunlow, WV	This article was very hard to read and understand	N/o	Comment does not suggest specific changes to the content of the policy.
08-07	Brandy Zanders Special Needs Dunlow Elementary Wayne, WV	The steps listed to become an educator are clear and reflect the education process I have and am now finishing.	N/+	Comment does not suggest specific changes to the content of the policy.
		§126-114-5. Definitions		

		§126-114-6. Professional Educator Preparation Program Requirements: Teacher		
		§126-114-7. Alternative Preparation Program Requirements: General Education Teacher		
		§126-114-8. Alternative Program Requirements: American Sign Language		
08-05	Tega McGuffin Teacher Fayette County Board of Education Oak Hill WV	The proposed policy requires a minimum 3.0 GPA in content area classes for Teacher-In-Residence (TIR) Program participant eligibility. Considering a prospective TIR participant can only serve in a teaching position for which no other fully certified teacher has been employed, a minimum 2.5 GPA overall, which is the requirement for entrance into ed prep programs and licensure for traditional teacher programs, is a reasonable expectation for TIR program participants.	N/o	Content of comment is not applicable to open section §126-114-8.
08-10	Stephanie Jones Assistant Professor, Mathematics Education Fairmont State University Fairmont WV	126-114.83.a states that prospective teachers-in-residence must have a minimum 3.0 GPA in their content courses in order proceed. This seems unreasonably high. Currently, secondary math education majors are required to have a 2.75 GPA in their content courses in order to continue in the program. Raising the minimum GPA requirement to 3.0 (for prospective teachers-in-residence or teacher candidates) would mean that a B-student who earned one C in an upper-level college math course would no longer be eligible to teach high	N/o	Content of comment is not applicable to open section §126-114-8.

		school math. Raising the GPA requirement would prevent several of our secondary math education majors from completing their programs. This is not a desirable outcome, particularly when we are experiencing a shortage of certified math teachers in the public schools.		
		§126-114-9. Alternative Program Requirements: Special Education Teacher		
		Appendix D.		
08-05	Dr. Deb Hemler Professor of Geoscience Education Fairmont State University Fairmont WV	The Earth & Space Science specialization should be 9-Adult rather than the 5-Adult classification which is consistent with all other secondary science (biology, chemistry, and physics) endorsements. Earth and Space is a secondary science class only so 9- Adult is the appropriate classification. Since integrated science is taught at the middle school level, a straight ESS specialization would not be adequate to teach the diverse nature of the general science curriculum (as is the case for biology, chemistry, and physics certifications which are weak in one or more science areas). Since policy states that 9-adult science certification can be hired to teach middle school, the 5-Adult classification should either be adopted for ALL secondary science certifications, or none of them. Currently there is a contradiction between policy on certification and policy which informs hiring practices.	N/-	The Earth & Space Science (E&SS) endorsement does not cover the teaching of General Science. E&SS certified teachers would only be eligible to teach E&SS in grades 5-9 if it were offered only at that level. The intent of the 5-adult grade level designation is to not limit availability of the same curriculum/rigor of E&SS to just the high school. The larger grade span is intended to cover cross-programmatic levels in a singular location and other unique situations, such as enrichment or acceleration). Earth &

				Space Science is a new endorsement.
08-10	Stephanie Jones Assistant Professor, Mathematics Education Fairmont State University Fairmont WV	<p>The changes in mathematics certifications is unclear. What is the difference between General Integrated Mathematics (5-adult) and General Mathematics (5-9)? I see that both will take the Middle School Mathematics Praxis II and will require the same score. Will they be certified to teach different courses?</p> <p>For the General Mathematics 5-9 certification, the "through Algebra 1" has been removed. Will teachers with the General Mathematics 5-9 certification be permitted to teach Math I? If not, what exactly would they be certified to teach? Additionally, what is the difference between this certification and the Mathematics 5-9 certification? (There is no Praxis testing information in Appendix E for the Mathematics 5-9 certification. Would these students also take the Middle School Mathematics Praxis II? Would they be required to have the same cut score as the General Mathematics 5-9 students?)</p>	N/o	The program of study for Integrated Mathematics is different from General Mathematics. Since the particular assessment for Integrated Mathematics has not been completed yet, policy requires the next most closely aligned test which is the 5169 Middle School Mathematics assessment (listed in Appendix E). Also, the Integrated Mathematics endorsement is not eligible to be added to a professional certificate under the option in 21.1.b of WVBE Policy 5202 (additional endorsement)—which means that endorsed individuals for Integrated Mathematics have completed a program of study and passed a required assessment).
		Appendix E.		

08-13	Comment submitted for Policy 5202	Based upon a comment submitted for Appendix B of Policy 5202 expressing the need for a content proficiency assessment to be required in policy, the following required Praxis assessment will be added: 0631: Braille Proficiency – Cut score TBD by scheduled test review and score-setting advisory group.	A/+	Based upon a comment submitted for Appendix B of Policy 5202, the following required Praxis assessment will be added:
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