

**Policy 5100: Approval of Educator Preparation Programs**

**Comment Log**

*April 14, 2016-May 16, 2016*

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
05/13/2016	Bernard Jones, West Virginia University	<p><b>§126-114-1. General.</b>            Comments for section 126-114-1 General            -----            These comments are from 33 IHE Faculty from 18 IHEs in WV.</p> <hr/>	N/o	Information about the collective nature of comments on several sections

<p>05/05/2016</p>	<p>Sharon Smith, Fairmont State University</p>	<p><b>§126-114-5. Definitions.</b>  Comment Received for Policy 5100  #####  #####  Name: Sharon Smith  Organization: Fairmont State University  Title: Professor  City/State: Fairmont, WV  Role: Higher Education Faculty  Posted: 2016-05-05 12:07:37  Posted from IP:</p> <p>Comments for section 126-114-5 Definitions  -----  Proposed revisions 5.28 - The West Virginia Licensure Testing Directory is an online document listing all of WVBE-required licensure exams and cut scores for educator certification and for completion of WVBE-approved programs leading to West Virginia licensure. Each April 1st, the directory is shared with HEPC and WV TEAC. The directory is reviewed and updated in collaboration with HEPC and WV TEAC, and then the final version is dated and maintained on the WVDE website. Previous versions of the directory are archived on the WVDE website. Educator candidates will need to meet the revised cut scores for WVBE-required licensure exams or take newly-required exams within one year after the official change is reported in the directory. Therefore, the previously approved tests and cut scores will be valid for one year from the date listed in the directory. Exception: Previously-approved tests and scores shall remain valid up to</p>	<p>N/+</p>	
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		<p>Posted: 2016-05-13 14:44:05 Posted from IP:</p> <p>Comments for section 126-114-5 Definitions -----</p> <p>The West Virginia Licensure Testing Directory is an online document listing all of WVBE-required licensure exams and cut scores for educator certification and for completion of WVBE-approved programs leading to West Virginia licensure. Each April 1st, the directory is shared with HEPC and WV TEAC. The directory is reviewed and updated in collaboration with HEPC and WV TEAC, and then the final version is dated and maintained on the WVDE website. Previous versions of the directory are archived on the WVDE website. Educator candidates will need to meet the revised cut scores for WVBE-required licensure exams or take newly-required exams within one year after the official change is reported in the directory. Therefore, the previously approved tests and cut scores will be valid for one year from the date listed in the directory. Exception: Previously-approved tests and scores shall remain valid up to one year after a candidate successfully completes a program as long as the candi! date was continuously enrolled in the educator preparation program after having taken the previously-approved exam.</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Kathleen Nail Organization: West Liberty University</p>	N/+	
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		<p>Title: Graduate Assistant  City/State: Weirton, WV  Role: Higher Education Faculty  Posted: 2016-05-16 11:57:16  Posted from IP:</p> <p>Comments for section 126-114-5 Definitions  -----</p> <p>5.28: The online WV Licensure Testing Directory will improve accessibility to information regarding testing for teacher candidates and teacher education programs. It will also make the test adjustment process easier for the state of WV.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Courtney Forsch  Organization: West Liberty University  Title: Data Manager  City/State: Wheeling, WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:19:33  Posted from IP:</p> <p>Comments for section 126-114-5 Definitions  -----</p> <p>5.28 The online WV Licensure Testing Directory will improve accessibility to information regarding testing for teacher candidates and teacher education programs. It will also make the test adjustment process easier for the state of WV.</p>		
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Comment Received for Policy 5100  
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Name: Richard S. Druggish  
Organization: Concord University  
Title: Director of Teacher Education  
City/State: Princeton, WV  
Role: Higher Education Faculty  
Posted: 2016-05-16 15:13:40  
Posted from IP:

		<p>Comments for section 126-114-5 Definitions -----</p> <p>5.28 West Virginia Licensure Testing Directory. This is a positive change. Having a separate site for a listing of all WVBE required licensure exams will be a useful tool.</p> <hr/> <p>Comment Received for Policy 5100 ##### #####</p> <p>Name: Nicole Davis Organization: West Liberty University Title: Faculty Member City/State: West Liberty, WV Role: Higher Education Faculty Posted: 2016-05-16 15:18:01 Posted from IP:</p> <p>Comments for section 126-114-5 Definitions -----</p> <p>5.28 The online WV Licensure Testing Directory will improve accessibility to information regarding testing for teacher candidates and teacher education programs. It will also make the test adjustment process easier for the state of WV.</p> <hr/> <p>Comment Received for Policy 5100 ##### #####</p> <p>Name: Kathryn Liptak Organization: Concord University Title: M.Ed. and MAT Coordinator</p>		
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		<p>City/State: Athens, WV  Role: Higher Education Faculty  Posted: 2016-05-16 15:35:33  Posted from IP:</p> <p>Comments for section 126-114-5 Definitions  -----</p> <p>5.28 West Virginia Licensure Testing Directory.  The addition of the West Virginia Testing Directory as separate from Policy 5100 is a positive change. Having a separate tool listing the WVBE required licensure exams that can be updated as needed will be a useful tool for the EPP.</p> <hr/> <p><b><u>From the following faculty at these West Virginia Institutions of Higher Education EPPs:</u></b></p> <p>Jeff Bush, Chair, School of Teacher Education, Alderson Broaddus University</p> <p>Dr. Cora Burch, Chair, Elementary Education, Appalachian Bible College</p> <p>Dr. Sherri Theaker, Chair, Bethany College</p> <p>Dr. Elisabeth M. Steenken, Dean, School of Education, Bluefield State College</p> <p>Dr. Sheila Sargent-Martin, Director Teacher Education, School of Education, Bluefield State College</p> <p>Dr. Darrell Thompson, Coordinator, Field &amp; Clinical Experiences, Bluefield State College</p>		
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		<p>Terene Stiltner, School of Education, Bluefield State College</p> <p>Dr. Rick Druggish, Division of Education Chair/Professor of Education/Director of Teacher Education, Concord University</p> <p>Dr. Kathryn Liptak, Concord University</p> <p>Dr. Carolyn Crislip-Tacy, Dean, School of Education, Health &amp; Human Performance, Fairmont State University</p> <p>Dr. Julie Reneau, Fairmont State University</p> <p>Dr. Kevin G. Cain, Dean and Associate Professor of Education, Glenville State College</p> <p>Paula Lucas, Program Director, Undergraduate Elementary and Secondary Education, Marshall University</p> <p>Sissy Isaacs, Marshall University</p> <p>Jo Pennington, Dean of the College of Education, Ohio Valley University</p> <p>Carolyn Sturm, Coordinator of English and Secondary English, Ohio Valley University</p> <p>Diana Rapp, Coordinator of Secondary Math, Science, and Wellness Education, Ohio Valley University</p> <p>Toni DeVore, Chair of the School of Graduate Education, Instructor in Curriculum K-12, Ohio Valley University</p>		
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		<p>Frances Whaley, Instructor in Education, Ohio Valley University</p> <p>Dr. Craig McClellan, Dean, School of Education/Associate Provost, Salem International University</p> <p>Mrs. Pamela Schield, Coordinator of Teacher Education, Salem International University</p> <p>Dr. Virginia Hicks, Dean for the School of Education and Professional Studies, Shepherd University</p> <p>Dr. LeAnn Johnson, Director of Teacher Education, Shephard University.</p> <p>JoJo Shay, Director of Teacher Education, West Liberty University</p> <p>Dr. Bernard Jones, Program Director, Special Education, West Virginia University</p> <p>Dr. Laura Porter, Assistant Dean of Student Services, West Virginia University</p> <p>Dr. David Lancaster, Chair, Education Division, West Virginia University, Parkersburg</p> <p>Dr. Missy Spivy, Coordinator of Teacher Education, West Virginia University, Parkersburg</p> <p>Dr. Amy Wolfe, Coordinator of Child Development, West Virginia University,</p>		
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		<p>Parkersburg</p> <p>Jeremy Metz, Education Faculty, West Virginia University, Parkersburg</p> <p>Cathy Ferris, Education Faculty, West Virginia University, Parkersburg</p> <p>Dr. Karen R. Petitto, Director, School of Education, West Virginia Wesleyan College</p> <p>Dr. Jeremy Vittek, Director, Professional Education, Wheeling Jesuit University</p> <p>See suggested revised language below.</p> <p>The West Virginia Licensure Testing Directory is an online document listing all of WVBE-required licensure exams and cut scores for educator certification and for completion of WVBE-approved programs leading to West Virginia licensure. Each April 1<sup>st</sup>, the directory is shared with HEPC and WV TEAC. The directory is reviewed and updated in collaboration with HEPC and WV TEAC, and then the final version is dated and maintained on the WVDE website. Previous versions of the directory are archived on the WVDE website. Educator candidates will need to meet the revised cut scores for WVBE-required licensure exams or take newly-required exams within one year after the official change is reported in the directory. Therefore, the previously approved tests and cut scores will be valid for one year</p>		
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		<p>from the date listed in the directory. Exception: Previously-approved tests and scores shall remain valid up to one year after a candidate successfully completes a program as long as the candidate was continuously enrolled in the educator preparation program after having taken the previously-approved exam.</p> <hr/>		
		<p><b>§126-114-6. Professional Educator Preparation Program Requirements: Teacher.</b>  Comment Received for Policy 5100  #####  #####  Name: Leigh Ann Owens  Organization:  Title:  City/State: Princeton , Wv  Role: Parent-Family  Posted: 2016-04-19 18:26:16  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements:</p>		

		<p>Teacher</p> <p>-----</p> <p>If additional praxis tests are put into place they need to be announced several years in advance. My daughter is preparing to student teach in the fall. It is unfair to require her another test that was not even announced until now. These tests are expensive and we have had to travel to Charleston or Roanoke and spend an entire day traveling and taking them.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####</p> <p>Name: Leatha Wiliams  Organization: Wetzel County Schools  Title: Superintendent of Wetzel County Schools  City/State: New Martinsville, WV  Role: Superintendent  Posted: 2016-04-25 14:06:23  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements:  Teacher</p> <p>-----</p> <p>On page 12, under 6.4b. Educator’s Assessment and Proficiency Levels the following items are a concern for our district: rnThe policy states, “The preponderance of the grade levels indicated on the anticipated license.” While, it seems that the word preponderance is indicating the majority. It is an awkward sentence to read and understand. Could</p>		
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		<p>the word preponderance be changed to majority? If those two word are not interchangeable there needs to be additional clarity in this section.</p> <p>6.4.b.2.G. The policy states, “An adopted teacher performance assessment instrument proficiency level and/or cut score must be set at or above the national average adopted score/proficiency level or instrument developer recommended score/proficiency level. Beginning July 1, 2017, all newly admitted candidates into an educator preparation program shall meet the adopted score/proficiency level for program completion.”</p> <p>While, I understand the above statement, it is confusing near the end of the policy that all the current scores have been stricken through and not replaced with updated information? I think that transparency lends itself to clearly communicating this information to the public. Where will the information presently contained in pp. 71-107 be located? Why would we not include this information in this specific policy for referencing when ask about score requirements?</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Sharon Smith  Organization: Fairmont State University  Title: Professor  City/State: Fairmont, WV  Role: Higher Education Faculty  Posted: 2016-05-05 12:07:37  Posted from IP:</p>		
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		<p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>Comment - Explanation for Revisions--Because ETS is in the process of completing a study with CAEP to determine the norms for the CASE/CORE tests (a test used by EPPs in WV), suggested language for this section of Policy 5100 for undergraduate programs is found in paragraph 1 of 6.2.b.1. In addition, because the Advanced CAEP standards for graduate programs are in DRAFT until September 2016, and, at this time, the draft standards provide a choice between the GPA requirement or an ability/achievement score for admission to a graduate program, suggested revised language for this section of Policy 5100 is found in paragraph 2 of 6.2.b.1.</p> <p>Proposed revisions - 6.2. b.1 – Cohorts admitted to undergraduate educator preparation programs of study on or after Sep. 1, 2017, must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability /achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test! (SAT), and other assessments acknowledged by CAEP. Cohorts being admitted to graduate educator preparation programs of study on or after Sep. 1, 2017, must meet or exceed the CAEP minimum GPA of 3.0, or the group average performance on a nationally normed ability/achievement assessment, such as GRE, MAT, or other required graduate-level assessment in the top 50 percent of the</p>		
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		<p>distribution.</p> <p>6.3. h – Support for WVBE-required Praxis Assessment Preparation. – After candidates who have been accepted into a teacher education program make two unsuccessful attempts at passing any of the WVBE-required Praxis assessments, the EPP shall have provisions for providing remediation/support to these candidates.</p> <p>6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction which include a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties. Programs must prepare candidates to meet expectations of having a solid base of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general</p>		
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		<p>curriculum.rnrn6.4.b.1. Professional Knowledge Assessment and Proficiency Levels</p> <p>Levels. - Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass the WVBE-adopted Principles of Learning and Teaching Praxis II test that includes the preponderance at least a portion of the grade levels indicated on the anticipated license. (See Appendix E of this policy the WV Licensure Testing Directory on the WVDE website for a list of WVBE-required tests and passing scores.) The institution shall, with the cooperating public school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (See Appendix C of this policy) associated with the professional education component.</p> <p>Comment - The policy as written provides a helpful choice allowing each EPP to choose the TPA instrument that is best for their program. EPPs have invested considerable time, effort, and money in collaborating with public school stakeholders to create their own validated performance assessments, thus, continued use of these assessments as an option is greatly appreciated. While nationally-normed proprietary tests provide a measure of candidate performance in comparison to their peers, valid and reliable assessments collaboratively created by an EPP with public school stakeholders address specific needs that align with the West Virginia Professional Teaching Standards, as well as national standards. CAEP is now providing validation of EPP created assessments, so</p>		
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		<p>this should also support the validity and reliability of these instruments. Suggested language for this section of Policy 5100 be written as follows: 6.4.b.2.G – EPPs that choose to adopt a teacher performance assessment instrument will set a goal proficiency level and/or cut score at or above the national average score proficiency level or the instrument developer’s recommended score/proficiency level. Beginning July 1, 2017, the EPP will set yearly interval benchmarks for a period of up to 5 years to reach the goal proficiency level/cut score t!</p> <p>hat is set at or above the national average. Beginning July 1, 2017, all newly admitted candidates to a teacher preparation program must meet the specified yearly interval benchmarks.</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Stacey Lusk-Butcher Organization: Wyoming County Board of Education Title: Director of Assessment and General Student Support Programs City/State: Rock View, WV Role: Professional Support Posted: 2016-05-05 14:40:49 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p>		
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		<p>6.3.c- increase the 3 hour mathematics methods class to at least six hours in mathematic methods.rnrn6.3.d- Add a methods course to the reading program in elementary, middle and secondary programs.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Patrick Garrett  Organization: West Liberty University  Title: Professor  City/State: West Liberty, WV  Role: Higher Education Faculty  Posted: 2016-05-06 11:32:01  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>6.3.h The language needs to be refined to specify in "any" refers to Praxis I, Praxis II or both.rnrn6.4.b.2 Use of an institutional performance assessment will allow for flexibility as teacher education programs will have the ability to choose a tool that best meets the needs of candidates at their own institution.rnrn6.4.b.2.g The language needs to be added to specify the minimum criteria for institutionally developed performance assessments.</p> <hr/> <p>Comment Received for Policy 5100  #####</p>		
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		<p>#####  Name: Robin Hall  Organization: Wyoming County Board of Education  Title: Assistant Superintendent  City/State: Pineville, WV  Role: School System Staff  Posted: 2016-05-09 14:52:08  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>6.2.c.1 CASE Waivers  In the education field (teaching, administration, etc.), a master's degree waiver should be used for the Core Academic Skills for Educators.</p> <p>6.3.c.1.B-2.B Mathematics Content in Teacher Preparation  The number of hours needed for the mathematics methods class needs to be increased from three hours to six hours.</p> <p>6.3.d Reading Content in Teacher Preparation  For the Reading program in elementary, middle, and secondary programs, a methods class needs to be added.</p> <p>6.4.b.5.E Educator's Assessment and Proficiency Levels  Language such as "of sufficient duration" needs to be clarified when referring to field and clinical-based experiences.</p> <hr/> Comment Received for Policy 5100 ##### ##### Name: Dr. Kathryn Tucker Organization: Concord University		
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		<p>Title: Assistant Professor City/State: Athens, WV Role: Higher Education Faculty Posted: 2016-05-12 12:44:35 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>My comments pertain specifically to the special education component, (6.3.i).rnrn1) The language is ambiguous regarding institutions "preparing candidates to meet expectations having a solid base of understanding of the content areas in the general curricula". Does this infer that Sp. Ed. candidates may now seek a PK-21 certification, similar to many other states? The statement " wide range of performance levels", with regard to meeting the needs of the exceptional learner, as stated in the revision, suggests this might be an option. Without the requirement of a specific content, will future teachers in special education be required to take various content courses in order for the teacher candidate to serve equally in all of the content areas and the arts as outlined? What are the requirements and what courses will be specified with this practice? rnrn2) Is the language intended to require a free standing program in Special Education or is it requiring greater rigor with t!</p> <p>he same practice of each of the content areas? With the severe shortage of special educators, the added demand on top of the current content area</p>		
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		<p>practice, will no doubt decrease the availability of qualified special educators even further.</p> <hr/> <p>Comment Received for Policy 5100 ##### #####</p> <p>Name: Sharon Norman Organization: Wyoming County Title: Attendance Director City/State: Pineville, WV Role: Professional Support Posted: 2016-05-12 23:32:57 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>(6.3.c.1.B - 2.B) A teacher might be good in Math (know the content), but may have trouble teaching it. I feel 6 hours of a method classes would be more beneficial. (6.3.d.1 - 2) A teacher might be good Reading, but not know how to teach it. I feel at least 6 hours of method classes would be more beneficial to assist in classroom management.</p> <hr/>		
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		<p>Role: Higher Education Faculty Posted: 2016-05-13 14:26:52 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>All general education preparation programs must contain a minimum of six hours of preparation in special education, including a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, and the effective and efficient use of consultation, as well as how to make content-specific modifications of instructional strategies and materials to support the needs of all learners. The minimum total of 6 hours would include not only survey of exceptionalities courses, but also general education methods courses that focus on content-specific modifications of instructional strategies and materials to support the needs of all learners. The series of 3-hour general education methods courses would be examined to determine the proportion of content devoted to instruction for special education. The survey of exceptionalities course and the series of general education methods courses would total the minimum of 6 hours of prep!</p> <p>aration in special education.rnrnPlease see the suggested revised language for 6.3.h below:rnrn6.3.h.- Support for WVBE-required Praxis Assessment Preparation – After candidates who have been accepted into a teacher education</p>		
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		<p>program make three unsuccessful attempts at passing any of the WVBE-required Praxis assessments, the EPP shall have provisions for providing remediation/support to these candidates.</p> <p>West Virginia University, the land grant and flagship institution in West Virginia, appreciates that the proposed language in Policy 5100 allows institutions to choose a performance assessment per §126-114-6.4.b.2.</p> <p>After careful consideration, WVU's choice is to select the edTPA instrument, because it meets all criteria in 6.4.b.2 a – g. It is an evaluation instrument that is used nationally, grounded in the teacher preparation research literature, and provides a set of integrated task assessments that are important for preservice teachers to learn and demonstrate. We feel that it is important for all teacher candidates in West Virginia to meet not only state standards, but also standards that are expected throughout the nation. Therefore, we support a recommendation to require that the edTPA be adopted by all EPPs in West Virginia.</p> <p>We respectfully suggest the following implementation plan:</p> <ul style="list-style-type: none"> <li>During the 2016-17 academic year, faculty at WVU will be trained on the components of edTPA and complete the required programmatic changes to prepare candidates for the edTPA.</li> <li>During the 2017-18 and 2018-19 academic years, the majority of student teaching candidates will be required to complete an edTPA, and the student can choose to pay a fee to Pearson if they desire to be evaluated nationally.</li> <li>During 2018-19 academic year, a standards setting process</li> </ul>		
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		<p>will occur, so that the minimum state cut score for edTPA can be determined. rn• During the 2019-20 year, the requirements for program completion, degree completion, and licensure will be determined by WVBE in collaboration with WVD! E, WVU, and HEPC for all student teaching candidates, except those who are enrolled in a program in which there is a selected, specialized, national accrediting organization accepted by CAEP. rn• During academic years 2017-18 and 2018-19, candidates who choose to be nationally scored and who meet the minimum set score recommended by the national edTPA standards setting process would be exempted from taking the PLT.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Bernard Jones  Organization: West Virginia IHEs  Title: Faculty  City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:44:05  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>Explanation for Revisions--Because ETS is in the process of completing a study with CAEP to determine the norms for the CASE/CORE tests (a</p>		
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		<p>test used by EPPs in WV), suggested language for this section of Policy 5100 for undergraduate programs is found in paragraph 1 of 6.2.b.1.</p> <p>In addition, because the Advanced CAEP standards for graduate programs are in DRAFT until September 2016, and, at this time, the draft standards provide a choice between the GPA requirement or an ability/achievement score for admission to a graduate program, suggested revised language for this section of Policy 5100 is found in paragraph 2 of 6.2.b.1.</p> <p>6.2. b.1 – Cohorts admitted to undergraduate educator preparation programs of study on or after Sep. 1, 2017, must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability /achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test (SAT), and other assessments!</p> <p>Cohorts being admitted to graduate educator preparation programs of study on or after Sep. 1, 2017, must meet or exceed the CAEP minimum GPA of 3.0, or the group average performance on a nationally normed ability/achievement assessment, such as GRE, MAT, or other required graduate-level assessment in the top 50 percent of the distribution.</p> <p>6.3. h – Support for WVBE-required Praxis Assessment Preparation. – After candidates who have been accepted into a teacher education program make two unsuccessful attempts at passing any of the WVBE-required Praxis assessments, the EPP shall have provisions for providing remediation/support to these candidates.</p> <p>EPP's have requested that this proposed language be removed from Policy</p>		
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		<p>5100.rnrn6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction or previous coursework in reading instruction which includes a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties. Previous coursework in reading instruction that focuses on the five essential components of reading may count toward this requirement if this coursework has met the reading requirements to the satisfaction of institutional officials. Programs must prepare candidates to meet expectations of having a solid base of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general</p>		
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		<p>curriculum.rnrn</p> <p>The majority of student teacher candidates at EPPs that choose to adopt a teacher performance assessment (TPA) instrument will participate in the adopted TPA by academic years 2017-18 and 2018-19; however, those candidates will not need to meet a minimum cut score. These candidate scores will be used for a state standards setting process, which will begin during the 2018-19 academic year.rnrn</p> <p>EPPs that choose to adopt a teacher performance assessment instrument will conduct a standards setting process during the 2018-19 academic year and will set a goal proficiency level and/or minimum cut score at or above the national average score proficiency level or at the instrument developer's recommended score/proficiency level or the state may consider setting their initial cut score lower to give programs time to support the TPA activities and candidate's submissions.rnrn</p> <p>Beginning in academic year 2019-20 the majority of student teacher candidates will participate in the adopted TPA and the requirements for program completion, degree completion, and licensure will be determined by WVBE in collaboration with WVDE, WV EPPs, and HEPC.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Kathleen Nail  Organization: West Liberty University  Title: Graduate Assistant</p>		
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		<p>City/State: Weirton, WV  Role: Higher Education Faculty  Posted: 2016-05-16 11:57:16  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>6.3.h.: The language need to be refined to specify if "any" refers to Praxis I, Praxis II, or both.  rnrn6.4.b.2.: Use of an institutional performance assessment will allow for flexibility as teacher education programs will have the ability to choose a tool that best meets the needs of candidates at their own institution.rnrn6.4.b.2.g: The languages need to be added to specify the minimum criteria for institutionally developed performance assessments.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####</p> <p>Name: Melissa Spivy  Organization: West Virginia University at Parkersburg  Title: Assistant Prof. of Education  City/State: Parkersburg, WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:15:33  Posted from IP:</p> <p>Comments for section 126-114-6 Professional</p>		
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		<p>Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>ETS is in the process of completing a study with CAEP to determine the norms for the CASE/CORE tests (a test used by EPPs in WV). rnrn6.2. b.1 – It might be good to add the phrase "and other assessments acknowledged by CAEP."rnrn6.3. h – rnl would recommend that the language suggesting that remediation after two attempts to be removed from Policy 5100. Candidates are not required to report their results to EPPs, so it is impossible for EPPs to track the attempts by candidates.</p> <p>rnrn6.4.b.2.G- Allowing EPPs to choose an instrument that is best for their program is very beneficial. It would also be beneficial to allow time for EPPs to put the objectives of the chosen performance assessment into their programs and to have enough time to teach their candidates the objectives of the performance assessment. For candidates that are admitted to program in the fall of 2016 it would be appropriate to give them at least until the spring of 2018 to meet a cut score of any kind. It !</p> <p>would be reasonable to require candidates that are currently admitted to take a performance assessment as a graduation requirement to assist in setting a cut score for future candidates.</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Courtney Forsch</p>		
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		<p>Organization: West Liberty University  Title: Data Manager  City/State: Wheeling, WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:19:33  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>6.3.h The language needs to be refined to specify if "any" refers to Praxis I, Praxis II, or both.  6.4.b.2 Use of an institutional performance assessment will allow for flexibility as teacher education programs will have the ability to choose a tool that best meets the needs of candidates at their own institution.  6.4.b.2.g The language needs to be added to specify the minimum criteria for institutionally developed performance assessments.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####</p> <p>Name: JoJo Shay  Organization: West Liberty University  Title: Director of Teacher Education  City/State: West Liberty , WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:30:37  Posted from IP:</p>		
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		<p>6.3.h The language needs to be refined to specify if "any" refers to Praxis I, Praxis II, or both.</p> <p>6.4.b.2 Use of an institutional performance assessment will allow for flexibility as teacher education programs will have the ability to choose a tool that best meets the needs of candidates at their own institution.</p> <p>6.4.b.2.g Language needs to be added to specify the minimum criteria for institutionally developed performance assessments.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Richard S. Druggish  Organization: Concord University  Title: Director of Teacher Education  City/State: Princeton, WV  Role: Higher Education Faculty  Posted: 2016-05-16 15:13:40  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>Explanation for Revisions--Because ETS is in the process of completing a study with CAEP to determine the norms for the CASE/CORE tests (a test used by EPPs in WV), suggested language for this section of Policy 5100 for undergraduate programs is found in paragraph 1 of 6.2.b.1. Changing the effective date from September 1, 2016 to September 1, 2017 enables completion of the ETS study and EPPs to identify and use</p>		
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		<p>nationally-normed ability assessments. In addition, because the Advanced CAEP standards for graduate programs are in DRAFT until September 2016, and, at this time, the draft standards provide a choice between the GPA requirement or an ability/achievement score for admission to a graduate program, suggested revised language for this section of Policy 5100 is found in paragraph 2 of 6.2.b.1.</p> <p>6.2. b.1 – Cohorts admitted to undergraduate educator preparation programs of study on or after Sep. 1, 2017, must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability /achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test (SAT), and other assessments acknowledged by CAEP.</p> <p>Cohorts being admitted to graduate educator preparation programs of study on or after Sep. 1, 2017, must meet or exceed the CAEP minimum GPA of 3.0, or the group average performance on a nationally normed ability/achievement assessment, such as GRE, MAT, or other required graduate-level assessment in the top 50 percent of the distribution.</p> <p>6.3.h Support for WVBE-required Praxis Assessment Preparation. The EPP requests that this proposed language be removed from Policy 5100.</p> <p>Explanation for revision: Support for candidates should be left to the discretion of the EPP, based on data analysis and knowledge of candidates.</p> <p>6.3.i Special Education Programs. The EPP welcomes the change in requirements for special education programs. This change will help meet the demand for special educators in our state.</p>		
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		<p>6.4.b.2. The policy as written provides a helpful choice allowing each EPP to choose the TPA instrument that is best for their program, and we appreciate this opportunity to continue using a performance assessment which we have used for over ten years and has proven the quality of our candidates. Suggested language for this section of Policy 5100 be written as follows:</p> <p>If the EPP adopts a teacher performance assessment (TPA), the EPP will identify cut score/proficiency level as specified by CAEP in 2017-18. Candidate scores will be used for a state standards setting process, which will be in effect beginning with the 2018-19 academic year.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Nicole Davis  Organization: West Liberty University  Title: Faculty Member  City/State: West Liberty, WV  Role: Higher Education Faculty  Posted: 2016-05-16 15:18:01  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements:  Teacher</p> <p>-----</p> <p>6.3.h The language needs to be refined to specify if "any" refers to Praxis I, Praxis II, or both.</p> <p>6.4.b.2 Use of an institutional performance assessment will</p>		
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		<p>allow for flexibility as teacher education programs will have the ability to choose a tool that best meets the needs of candidates at their own institution. rnrn6.4.b.2.g The language needs to be added to specify the minimum criteria for institutionally developed performance assessments.</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Kathryn Liptak Organization: Concord University Title: M.Ed. and MAT Coordinator City/State: Athens, WV Role: Higher Education Faculty Posted: 2016-05-16 15:35:33 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>6.2. b.1 The EPP suggests the following changes to Policy 5100 draft:rnrn“Cohorts admitted to undergraduate educator preparation programs of study on or after September 1, 2017 must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability /achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test (SAT), and other assessments recognized by CAEP.rnrnCohorts admitted to graduate educator preparation programs of study on or after</p>		
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		<p>September 1, 2017 must meet or exceed the CAEP minimum GPA of 3.0, or the group average performance on a nationally normed ability/achievement assessment, such as GRE, MAT, or other required graduate-level assessment in the top 50 percent of the distribution. “rnrnThis change is recommended since ETS is the process of conducting a study to determine norms for the CASE/CORE tests (a test used by EPPs in WV) in order for CAEP to determine whether or not CASE will !</p> <p>be one of the nationally-normed tests that EPPs can use to satisfy this requirement. Changing the effective date from September 1, 2016 to September 1, 2017 enables completion of the ETS study, CAEP’s decision, and allows the EPPs time to identify the nationally-normed assessments it will use. rnrnIn addition, because the Advanced CAEP standards for graduate programs are in DRAFT until September 2016, and, at this time, the draft standards provide a choice between the GPA requirement or an ability/achievement score for admission to a graduate program. A deadline of September 1, 2017 provides time for CAEP to finalize the standards and EPPs time to implement them.rnrnrn6.3.h Support for WVBE-required Praxis Assessment Preparation. rnrnThe EPP requests that this proposed language be removed from Policy 5100. rnrnExplanation for revision: Support for candidates should be left to the discretion of the EPP, based on data analysis and knowledge of candidates. rnrnrn6.3.i Spe! cial Education Programs.rnrnThe EPP welcomes the change in req! uirement</p>		
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		<p>s for special education programs. This change will help meet the demand for special educators in our state.</p> <p>6.4.b.2.G.</p> <p>The draft Policy 5100 as written provides a helpful choice allowing each EPP to choose the TPA instrument that is best for their program, and we appreciate this opportunity to continue using a performance assessment which we have used for over ten years and has proven the quality of our candidates.</p> <p>Suggested language for this section of Policy 5100 be written as follows:</p> <p>If the EPP adopts a teacher performance assessment (TPA), the EPP will identify cut score/proficiency level as specified by CAEP in 2017-18. Candidate scores will be used for a state standards setting process, which will be in effect beginning with the 2018-19 academic year.</p> <p>The EPP suggests the following revision to the proposed draft language.</p> <p>"If an institution is "at risk" or "low performing" in any of these areas, as defined by the criteria!</p> <p>above for two consecutive years, that institution will be designated as overall "at risk." If an institution is "at risk" or "low performing" in two or more of the areas, as defined by the criteria above for three consecutive SPA or other review cycles, the institution will be designated as overall "low performing." Programs with fewer than ten program completers per year will use data for the last three years of their program completers. EPPs designated as "low performing" for two consecutive years may be subject to WVBE action and shall notify all current and potential internal candidates of their designated performance status."</p>		
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		<p>Comment Received for Policy 5100 ##### ##### Name: Crystal Smith Organization: Fairmont State University Title: Assistant Professor Special Education City/State: Fairmont, WV Role: Higher Education Faculty Posted: 2016-05-16 15:51:20 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>Suggested Revision:rn6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction or previous coursework in reading instruction which includes a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties. Previous coursework in reading instruction that focuses on the five essential components of reading may count toward this requirement if this coursework has met the reading requirements to the satisfaction of</p>		
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		<p>institutional officials. Programs must prepare candidates to meet expectations of having a solid base of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.</p> <p>Comment: Several of the students who seek a masters degree in special education come with a background in elementary or secondary education and have already taken reading courses that address the five essential components of reading. It would be redundant for us to ask those students to take further coursework addressing the same content. The reading courses that we offer in our multi-categorical program builds upon what they have already studied about reading instruction and focuses on identifying specialized learning strategies for individual students. We have concern related to the issue of reading instruction versus math instruction. This new policy suggests increasing the amount of reading instruction that is required in higher education to 12 hours. Most graduate programs require a total of 30-36 hours of coursework. 12 hours of reading will take up almost</p>		
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		<p>50% of our program content. I understand that reading is at the heart of special education. However, special education teachers spend just as much time teaching math as they do reading. I would suggest requiring 9 hours of reading instruction and 3 hours of math instruction.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Carolyn Crislip-Tacy  Organization: Fairmont State University  Title: Dean  City/State: Fairmont, WV  Role: Higher Education Faculty  Posted: 2016-05-16 15:52:42  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>Suggested Revised Language rn6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction or previous coursework in reading instruction which includes a focus on the five essential components of reading (i.e., phonemic</p>		
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		<p>awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties. Previous coursework in reading instruction that focuses on the five essential components of reading may count toward this requirement if this coursework has met the reading requirements to the satisfaction of institutional officials. Programs must prepare candidates to meet expectations of having a solid base!</p> <p>of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.</p> <p>6.2.b.1 please consider changing the description to read "provide a choice between GPA requirement or an ability/achievement score for admission to a graduate program" in paragraph 2 of 6.2.b.1</p> <p>6.4.b.2.G I support the policy as written in that it provides a choice in teacher performance assessments (TPA's) please keep the policy as written</p> <hr/> <p>Comment Received for Policy 5100  #####  #####</p>		
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		<p>Name: Julie Reneau Organization: Fairmont State University Title: Associate Professor City/State: Fairmont, West Virginia Role: Higher Education Faculty Posted: 2016-05-16 15:56:07 Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements: Teacher</p> <p>-----</p> <p>Proposed revisions: 6.2. b.1 – Cohorts admitted to undergraduate educator preparation programs of study on or after Sep. 1, 2017, must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability /achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test (SAT), and other assessments acknowledged by CAEP. Cohorts being admitted to graduate educator preparation programs of study on or after Sep. 1, 2017, must meet or exceed the CAEP minimum GPA of 3.0, or the group average performance on a nationally normed ability/achievement assessment, such as GRE, MAT, or other required graduate-level assessment in the top 50 percent of the distribution.</p> <p>Proposed revisions: 6.3. h – Support for WVBE-required Praxis Assessment Preparation. – After candidates who have been accepted into a teacher education program make two unsuccessful attempts at passing any of the WVBE-required Praxis assessment!</p>		
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		<p>s, the EPP shall have provisions for providing remediation/support to these candidates.</p> <p>Suggested Revised Language 6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction or previous coursework in reading instruction which includes a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties. Previous coursework in reading instruction that focuses on the five essential components of reading may count toward this requirement if this coursework has met the reading requirements to the satisfaction of institutional officials. Programs must prepare candidates to meet expectations of having a solid base of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals</p>		
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		<p>with exceptionalities in academic subject matter content of the general curriculum.</p> <p>Comment on Revised Changes for 6.3.i- The language above is suggested because many students in our graduate Multicategorical Special Education Program at Fairmont State already have certification in elementary or secondary education. When completing certification requirements for these degrees they have taken methods courses in reading that address the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension). While they benefit from the additional hours in reading methods that focus on students with disabilities that we have in our current Special Education Program, they already have knowledge of reading instruction from this previous coursework. The proposed changes would require students entering our program with no background in education to complete coursework in reading instruction and those with prior background to complete hours that enhance their understanding of reading instruction.</p> <p>I also have a general concern related to the issue of reading instruction versus math instruction. This new policy suggests increasing the amount of reading instruction that is required in higher education to 12 hours. Most graduate programs require a total of 30-36 hours of coursework. 12 hours of reading will take up almost 50% of our program content. I understand that reading is at the heart of!</p> <p>special education. However, some special education teachers spend just as much time teaching math as they do reading. I</p>		
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		<p>would suggest requiring 9 hours of reading instruction and 3 hours of math instruction.</p> <p>6.4.b.2.G – EPPs that choose to adopt a teacher performance assessment instrument will set a goal proficiency level and/or cut score at or above the national average score proficiency level or the instrument developer’s recommended score/proficiency level. Beginning July 1, 2017, the EPP will set yearly interval benchmarks for a period of up to 5 years to reach the goal proficiency level/cut score that is set at or above the national average. Beginning July 1, 2017, all newly admitted candidates to a teacher preparation program must meet the specified yearly interval benchmarks.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Jo Pennington  Organization: Ohio Valley University  Title: Dean, College of Education  City/State: Vienna, WV  Role: Higher Education Faculty  Posted: 2016-05-16 15:57:25  Posted from IP:</p> <p>Comments for section 126-114-6 Professional Educator Preparation Program Requirements:  Teacher</p> <p>-----</p> <p>6.3.h Remedial support for students not passing Praxis tests after two attempts is essential. This language should be approved. 6.3.i I noted that the stand-alone special education program would</p>		
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		<p>include at least 30 credit hours and 12 hours of reading instruction as well as the other components. I understand and approve those. I wonder about the lack of focus on math methods instruction. I suggest that the proposed language include more than three credit hours in math instruction. rnrn6.4.b.2 After much discussion and thoughtful consideration, I believe that providing EPPs with a choice of teacher performance assessment for use during student teaching is the best course of action. We will still be able to compare results and determine any changes needed in our teacher certification programs to ensure effectiveness in all goal areas. If we choose one of the proprietary tools or if we choose to use our own assessments of teacher candidate performance, we will address the same standards and document validity and reliability. I urge the WV BOE to approve this proposed language.</p> <hr/> <p><b><u>West Virginia University's College of Education and Human Services :</u></b></p> <p>Dr. Robert Orlikoff, Associate Dean for Academic and Student Affairs</p> <p>Dr. Laura Porter, Assistant Dean for Student Services and Program Director of Assessment, Accreditation, and Analysis.</p> <p><b>Please see below WVU's comments and recommendations for section 6.4.b.2.a to g</b></p>		
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		<p><b>regarding TPAs:</b></p> <p><b>6.4.b.2</b></p> <p>West Virginia University, the land grant and flagship institution in West Virginia, appreciates that the proposed language in Policy 5100 allows institutions to choose a performance assessment per §126-114-6.4.b.2.</p> <ul style="list-style-type: none"><li>• After careful consideration, WVU's choice is to select the edTPA instrument, because it meets all criteria in 6.4.b.2 a – g. It is an evaluation instrument that is used nationally, grounded in the teacher preparation research literature, and provides a set of integrated task assessments that are important for preservice teachers to learn and demonstrate. We feel that it is important for all teacher candidates in West Virginia to meet not only state standards, but also standards that are expected throughout the nation. Therefore, we support a recommendation to require that the edTPA be adopted by all EPPs in West Virginia.</li></ul> <p><b>We respectfully suggest the following implementation plan:</b></p> <ul style="list-style-type: none"><li>• During the 2016-17 academic year, faculty at WVU will be trained on the components of edTPA and complete the required programmatic changes to prepare candidates for the edTPA.</li><li>• During the 2017-18 and 2018-19 academic years, the majority of student teaching candidates will be required to complete an edTPA, and the student can choose to pay a</li></ul>		
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		<p>fee to Pearson if they desire to be evaluated nationally.</p> <ul style="list-style-type: none"> <li>• During 2018-19 academic year, a standards setting process will occur, so that the minimum state cut score for edTPA can be determined.</li> <li>• During the 2019-20 year, the requirements for program completion, degree completion, and licensure will be determined by WVBE in collaboration with WVDE, WVU, and HEPC for all student teaching candidates, except those who are enrolled in a program in which there is a selected, specialized, national accrediting organization accepted by CAEP.</li> </ul> <p>During academic years 2017-18 and 2018-19, candidates who choose to be nationally scored and who meet the minimum set score recommended by the national edTPA standards setting process would be exempted from taking the PLT.</p> <hr/> <p><b><u>From the following faculty at these <u>West Virginia Institutions of Higher Education</u></u></b>  <b><u>EPPs:</u></b></p> <p>Jeff Bush, Chair, School of Teacher Education, Alderson Broaddus University</p> <p>Dr. Cora Burch, Chair, Elementary Education, Appalachian Bible College</p> <p>Dr. Sherri Theaker, Chair, Bethany College</p>		
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	<p>Dr. Elisabeth M. Steenken, Dean, School of Education, Bluefield State College</p> <p>Dr. Sheila Sargent-Martin, Director Teacher Education, School of Education, Bluefield State College</p> <p>Dr. Darrell Thompson, Coordinator, Field &amp; Clinical Experiences, Bluefield State College</p> <p>Terene Stiltner, School of Education, Bluefield State College</p> <p>Dr. Rick Druggish, Division of Education Chair/Professor of Education/Director of Teacher Education, Concord University</p> <p>Dr. Kathryn Liptak, Concord University</p> <p>Dr. Carolyn Crislip-Tacy, Dean, School of Education, Health &amp; Human Performance, Fairmont State University</p> <p>Dr. Julie Reneau, Fairmont State University</p> <p>Dr. Kevin G. Cain, Dean and Associate Professor of Education, Glenville State College</p> <p>Paula Lucas, Program Director, Undergraduate Elementary and Secondary Education, Marshall University</p> <p>Sissy Isaacs, Marshall University</p> <p>Jo Pennington, Dean of the College of Education, Ohio Valley University</p> <p>Carolyn Sturm, Coordinator of English and</p>		
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		<p>Secondary English, Ohio Valley University</p> <p>Diana Rapp, Coordinator of Secondary Math, Science, and Wellness Education, Ohio Valley University</p> <p>Toni DeVore, Chair of the School of Graduate Education, Instructor in Curriculum K-12, Ohio Valley University</p> <p>Frances Whaley, Instructor in Education, Ohio Valley University</p> <p>Dr. Craig McClellan, Dean, School of Education/Associate Provost, Salem International University</p> <p>Mrs. Pamela Schield, Coordinator of Teacher Education, Salem International University</p> <p>Dr. Virginia Hicks, Dean for the School of Education and Professional Studies, Shepherd University</p> <p>Dr. LeAnn Johnson, Director of Teacher Education, Shephard University.</p> <p>JoJo Shay, Director of Teacher Education, West Liberty University</p> <p>Dr. Bernard Jones, Program Director, Special Education, West Virginia University</p> <p>Dr. Laura Porter, Assistant Dean of Student Services, West Virginia University</p> <p>Dr. David Lancaster, Chair, Education</p>		
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		<p>Division, West Virginia University, Parkersburg</p> <p>Dr. Missy Spivy, Coordinator of Teacher Education, West Virginia University, Parkersburg</p> <p>Dr. Amy Wolfe, Coordinator of Child Development, West Virginia University, Parkersburg</p> <p>Jeremy Metz, Education Faculty, West Virginia University, Parkersburg</p> <p>Cathy Ferris, Education Faculty, West Virginia University, Parkersburg</p> <p>Dr. Karen R. Petitto, Director, School of Education, West Virginia Wesleyan College</p> <p>Dr. Jeremy Vittek, Director, Professional Education, Wheeling Jesuit University</p> <p>Explanation for Revisions--Because ETS is in the process of completing a study with CAEP to determine the norms for the CASE/CORE tests (a test used by EPPs in WV), suggested language for this section of Policy 5100 for undergraduate programs is found in paragraph 1 of 6.2.b.1.</p> <p>In addition, because the Advanced CAEP standards for graduate programs are in DRAFT until September 2016, and, at this time, the draft standards provide a choice between the</p>		
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		<p>GPA requirement or an ability/achievement score for admission to a graduate program, suggested revised language for this section of Policy 5100 is found in paragraph 2 of 6.2.b.1.</p> <p><b><u>6.2. b.1</u></b> – Cohorts admitted to <u>undergraduate educator preparation programs of study on or after Sep. 1, 2017</u>, must attain a group average minimum performance in the top 50 percent of the distribution on nationally-normed ability /achievement assessments, such as American College Testing (ACT), Scholastic Aptitude Test (SAT), <u>and other assessments acknowledged by CAEP.</u></p> <p><u>Cohorts being admitted to graduate educator preparation programs of study on or after Sep. 1, 2017, must meet or exceed the CAEP minimum GPA of 3.0, <b>or</b> the group average performance on a nationally normed ability/achievement assessment, such as GRE, MAT, or other required graduate-level assessment in the top 50 percent of the distribution.</u></p> <p>See suggested revised language below.</p> <p><b><u>6.3. h</u></b> – <b>Support for WVBE-required Praxis Assessment Preparation.</b> – <del>After candidates who have been accepted into a teacher education program make two unsuccessful</del></p>		
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		<p><del>attempts at passing any of the WVBE required Praxis assessments, the EPP shall have provisions for providing remediation/support to these candidates.</del></p> <p>EPP's have requested that this proposed language be removed from Policy 5100.</p> <p>See suggested revised language below (new in bold/highlighted).</p> <p><u>6.3.i. Special Education Programs. All special education programs, including gifted and talented, shall align to the Council for Exceptional Children preparation standards and include preparation, implementation, and evaluation of Individualized Education Programs (IEPs) and a minimum of 30 hours of coursework including 12 hours of reading instruction or previous coursework in reading instruction which includes a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties.</u></p>		
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		<p><u>Previous coursework in reading instruction that focuses on the five essential components of reading may count toward this requirement if this coursework has met the reading requirements to the satisfaction of institutional officials.</u> Programs must prepare candidates to meet expectations of having a solid base of understanding of the content areas of the general curricula (i.e., math, reading, English/language arts, science, social studies, and the arts). This knowledge base must be sufficient for collaborating with general educators, teaching or co-teaching academic subject matter content of the general curriculum to individuals with exceptional learning needs across a wide range of performance levels, and designing appropriate learning and performance accommodations and modifications for individuals with exceptionalities in academic subject matter content of the general curriculum.</p>		
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		<p>The policy as written provides a helpful choice allowing each EPP to choose the TPA instrument that is best for their program.</p> <p>Suggested revised language for this section of Policy 5100 follows:</p> <p><b><u>6.4.b.2.G</u></b> –</p> <p><u>The majority of student teacher candidates at EPPs that choose to adopt a teacher performance assessment (TPA) instrument will participate in the adopted TPA by academic years 2017-18 and 2018-19; however, those candidates will not need to meet a minimum cut score. These candidate scores will be used for a state standards setting process, which will begin during the 2018-19 academic year.</u></p> <p><u>EPPs that choose to adopt a teacher performance assessment instrument will conduct a standards setting process during the 2018-19 academic year and will set a goal proficiency level and/or minimum cut</u></p>		
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		<p><u>score at or above the national average score proficiency level or at the instrument developer's recommended score/proficiency level or the state may consider setting their initial cut score lower to give programs time to support the TPA activities and candidate's submissions.</u></p> <p><u>Beginning in academic year 2019-20 the majority of student teacher candidates will participate in the adopted TPA and the requirements for program completion, degree completion, and licensure will be determined by WVBE in collaboration with WVDE, WV EPPs, and HEPC.</u></p>		
		<p><b>§126-114-9. Professional Educator Preparation Program Requirements: Student Support and Administration.</b></p>		

04/18/2016	Dr. Cora Burch	<p><b>§126-114-10. Additional Program Requirements.</b>  Comment Received for Policy 5100  #####  #####  Name: Dr. Cora Burch  Organization: Appalachian Bible College  Title: Elementary Ed. Chair  City/State: Mt. Hope, WV  Role: Higher Education Faculty  Posted: 2016-04-18 22:54:37  Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>Praxis II before Completion and/or Student Teaching: Please consider the fact that 1) Content Courses will still be in progress 2) Applied Content is internalized during Student Teaching 3) Only a portion of Completers plan to be licensed in WV and will not need these specific tests 4) Cost 5) Programs have multiple assessment measures already in place to assure knowledge and skills before student teaching 6) The proposed timeline could have a devastating impact on the upcoming senior class after investing tens of thousands of dollars into their education already 7) This topic was addressed several years ago and deemed illegal to link licensure exams with completion, citing Nursing Boards and the Bar Exam as examples 8) IHEs are being blindsided by this change in policy without opportunities to discuss its</p>	N/-	
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<p>04/21/2016</p>	<p>Benjamin Cale, Appalachian Bible College</p>	<p>rationale, adequate time to communicate meaningfully with candidates, and/or afforded a timeline that would allow program revisions/content shifts to properly prepare candidates 9) With a teacher shortage in WV and the dependence on Alternate Certification, more rigorous admissions standards will decrease the number of incoming candidates. Requiring Praxis II before student teaching will decrease the number of outgoing candidates, multiplying the shortage of professionally trained teachers in WV!</p> <hr/> <p>— Comment Received for Policy 5100 ##### ##### Name: Benjamin Cale Organization: Appalachian Bible College Title: Director of Admissions City/State: Mount Hope, West Virginia Role: Higher Education Faculty Posted: 2016-04-21 14:44:47 Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <hr/> <p>The desire for a more qualified, educated, and astute teaching faculty for the schools in West Virginia is very commendable. I fear that some additional requirements including the completion of PRAXIS II before student teaching may stifle our state in other ways. ABC is already sensing a lower interest and entrance rate into the Elementary</p>	<p>N/-</p>	
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<p>04/22/2016</p>	<p>Lisa Heaton, Marshall University</p>	<p>Education program because of the new CAEP requirements. With a change to the PRAXIS II completion timeline, more of ABC's education students will consider transferring out of West Virginia to complete their degree in education. This will negatively affect ABC's enrollment rate and graduation rate. This will negatively impact ABC's financial standing and in effect affect the economy in the Beckley area. As the only regionally accredited Bible college in West Virginian offering state licensed elementary education teachers, I ask that you reconsider a change to the PRAXIS II completion timetable.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Lisa Heaton  Organization: Marshall University  Title: Professor  City/State: South Charleston, WV  Role: Higher Education Faculty  Posted: 2016-04-22 14:19:31  Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements  -----  My comments relate to 10.4.c. First, we have a number of out-of-state candidates in our graduate level added endorsements programs. Some states only require program completion for the added endorsement. Other states do require a test, but</p>	<p>N/-</p>	
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<p>05/04/2016</p>	<p>Frances Tolley, Teacher, Hurricane High School</p>	<p>not the Praxis II. In both cases, the proposed policy revision would force us to require these certificate and degree candidates to take a test that they don't need, costing them more in time and expense. Could there be an exception or alternatives allowed for out of state candidates? Second, why are the requirements for higher education program completion becoming more stringent (program, test, and practicum), while at the same time policy 5202 permits candidates who already hold a professional teaching certificate to simply take the test. How can both be true? Policy 5202 seems to contradict what is required for adding new specializations here in 5100.</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Frances Tolley Organization: Hurricane High School Title: Science Chair City/State: Hurricane , WV Role: Teacher Posted: 2016-05-04 19:36:36 Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements ----- Early career teachers whether traditionally trained or trained through a different licensure process need mentoring teachers who are in their buildings</p>	<p>N/o</p>	
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<p>05/06/2016</p>	<p>Patrick Garrett, West Liberty University</p>	<p>even if in different subject areas. The retired teacher method is NOT working. It doesn't supply the support needed and in fact is to the detriment of the students.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Patrick Garrett  Organization: West Liberty University  Title: Professor  City/State: West Liberty, WV  Role: Higher Education Faculty  Posted: 2016-05-06 11:32:01  Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>10.3.c Language needs to be added to specify programmatic levels that will be included in a stand-alone Special Education licensure (K-6/5-A).rnrn10.4.f and 10.4.g Language needs to be added to clarify whether the effective date references candidates already admitted into programs or candidates accepted into programs after the effective date.</p> <hr/> <p>Organization: WVU  Title: Associate Dean</p>	<p>N/o</p>	
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05/13/2016	Associate Dean	<p>City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:26:52  Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described on Appendix B of this policy in order to complete the student/teaching clinical experience component of the WVBE-approved program. Because candidates in Graduate School Counselor Preparation Programs benefit from the practical knowledge and skills learned during their clinical capstone experience in preparation for successful completion of the respective Praxis II content test(s), the candidates in graduate school counselor programs shall obtain passing scores on the WVBE-adopted Praxis II content only as a program completion requirement.</p> <p>-----</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>Comment Received for Policy 5100  #####  #####</p>	N/	
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<p>05/13/2016</p>	<p>Bernard Jones, WVU</p>	<p>Name: Bernard Jones  Organization: West Virginia IHEs  Title: Faculty  City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:44:05  Posted from IP:</p> <p>10.4.f – Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level-appropriate, WVBE-adopted, Praxis II content test(s) as described in the West Virginia Licensure Testing Directory on the WVDE website as a requirement of program completion. Because candidates benefit from the practical knowledge and skills learned during their student teaching/clinical capstone experience in preparation for successful completion of the respective Praxis II content test(s), the candidates shall obtain passing scores on the WVBE-adopted Praxis II content only as a program completion requirement. Upon approval of the proposed revised language in 10.4.f. above, content test requirement as a requirement for clinical experience (10.4.g) would be removed from 5100. 10.4.g. - Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores! on grade-level-appropriate, WVBE-adopted, Praxis II content test(s) as described in Appendix B of this policy the West Virginia Licensure Testing Directory? in order to complete the student/teaching clinical experience component of the WVBE-approved program.</p>	<p>N/o</p>	
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<p>05/13/2016</p>	<p>Robert Orlikoff, WVU Associate Dean</p>	<hr/> <p>Comment Received for Policy 5100 ##### #####</p> <p>Name: Robert Orlikoff Organization: WVU Title: Associate Dean City/State: Morgantown, WV Role: Higher Education Faculty Posted: 2016-05-13 14:26:52 Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade- level appropriate, WVBE-adopted Praxis II content test(s) as described on Appendix B of this policy in order to complete the student/teaching clinical experience component of the WVBE-approved program. Because candidates in Graduate School Counselor Preparation Programs benefit from the practical knowledge and skills learned during their clinical capstone experience in preparation for successful completion of the respective Praxis II content test(s), the candidates in graduate school counselor programs shall obtain passing scores on the WVBE-adopted Praxis II content only as a program completion requirement.</p> <hr/> <p>Comment Received for Policy 5100 ##### #####</p>	<p>N/-</p>	
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		<p>Name: Courtney Forsch  Organization: West Liberty University  Title: Data Manager  City/State: Wheeling, WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:19:33  Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>10.3.c Language needs to be added to specify programmatic levels that will be included in a stand-alone Special Education licensure program (K-6/5-A).rnrn10.4.f and 10.4.g Language needs to be added to clarify whether the effective date references candidates already admitted into the programs or candidates accepted into programs after the effective date.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####</p> <p>Name: JoJo Shay  Organization: West Liberty University  Title: Director of Teacher Education  City/State: West Liberty , WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:30:37  Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p>		
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		<p>----- 10.3.c Language needs to be added to specify programmatic levels that will be included in a stand-alone Special Education licensure program (K-6/5-A).rnrn10.4.f and 10.4.g Language needs to be added to clarify whether the effective date references candidates already admitted into the programs or candidates accepted into programs after the effective date.</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Nicole Davis Organization: West Liberty University Title: Faculty Member City/State: West Liberty, WV Role: Higher Education Faculty Posted: 2016-05-16 15:18:01 Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>----- 10.3.c Language needs to be added to specify programmatic levels that will be included in a stand-alone Special Education licensure program (K-6/5-A).rnrn10.4.f and 10.4.g Language needs to be added to clarify whether the effective date references candidates already admitted into the programs or candidates accepted into programs after the effective date.</p> <hr/>		
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		<p>Comment Received for Policy 5100 ##### ##### Name: Jo Pennington Organization: Ohio Valley University Title: Dean, College of Education City/State: Vienna, WV Role: Higher Education Faculty Posted: 2016-05-16 15:57:25 Posted from IP:</p> <p>Comments for section 126-114-10 Additional Program Requirements</p> <p>-----</p> <p>Requiring that all teacher candidates take and pass all Praxis tests to be eligible for graduation is a serious disincentive to participate in WV teacher certification programs because so many of them come to us from other states. Those who plan to return to their home states or to go to other states will not benefit by taking the WV-required tests. A GOOD goal is to ensure mastery of content, pedagogical knowledge, and dispositions before student teaching and graduation. However, it would be much more effective to require that our teacher candidates take the tests required FOR THE STATE WHERE THEY PLAN TO APPLY FOR INITIAL LICENSURE. Test results would still demonstrate mastery and enable effective decision-making in WV EPPs. We need more teachers and we need to accommodate their needs by providing policies that are cost-effective and user-friendly to all our teacher candidates</p>		
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**West Virginia University's College of Education and Human Services :**

Dr. Robert Orlikoff, Associate Dean for Academic and Student Affairs

Dr. Laura Porter, Assistant Dean for Student Services and Program Director of Assessment, Accreditation, and Analysis.

**Please see the recommended addition to 10.4.g. underlined below:**

**10.4.g.**

Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described on Appendix B of this policy in order to complete the student/teaching clinical experience Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described on Appendix B of this policy in order to complete the student/teaching clinical experience component of the WVBE-approved program. Because candidates in Graduate School Counselor Preparation Programs benefit from the practical knowledge and skills learned during their clinical capstone experience in

		<p><u>preparation for successful completion of the respective Praxis II content test(s), the candidates in graduate school counselor programs shall obtain passing scores on the WVBE-adopted Praxis II content <b>only as a</b> program completion requirement.</u></p> <hr/> <p><b><u>From the following faculty at these West Virginia Institutions of Higher Education EPPs:</u></b></p> <p>Jeff Bush, Chair, School of Teacher Education, Alderson Broaddus University</p> <p>Dr. Cora Burch, Chair, Elementary Education, Appalachian Bible College</p> <p>Dr. Sherri Theaker, Chair, Bethany College</p> <p>Dr. Elisabeth M. Steenken, Dean, School of Education, Bluefield State College</p> <p>Dr. Sheila Sargent-Martin, Director Teacher Education, School of Education, Bluefield State College</p> <p>Dr. Darrell Thompson, Coordinator, Field &amp; Clinical Experiences, Bluefield State College</p> <p>Terene Stiltner, School of Education, Bluefield State College</p> <p>Dr. Rick Druggish, Division of Education Chair/Professor of Education/Director of Teacher Education, Concord University</p>		
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	<p>Dr. Kathryn Liptak, Concord University</p> <p>Dr. Carolyn Crislip-Tacy, Dean, School of Education, Health &amp; Human Performance, Fairmont State University</p> <p>Dr. Julie Reneau, Fairmont State University</p> <p>Dr. Kevin G. Cain, Dean and Associate Professor of Education, Glenville State College</p> <p>Paula Lucas, Program Director, Undergraduate Elementary and Secondary Education, Marshall University</p> <p>Sissy Isaacs, Marshall University</p> <p>Jo Pennington, Dean of the College of Education, Ohio Valley University</p> <p>Carolyn Sturm, Coordinator of English and Secondary English, Ohio Valley University</p> <p>Diana Rapp, Coordinator of Secondary Math, Science, and Wellness Education, Ohio Valley University</p> <p>Toni DeVore, Chair of the School of Graduate Education, Instructor in Curriculum K-12, Ohio Valley University</p> <p>Frances Whaley, Instructor in Education, Ohio Valley University</p> <p>Dr. Craig McClellan, Dean, School of Education/Associate Provost, Salem International University</p>		
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		<p>Mrs. Pamela Schield, Coordinator of Teacher Education, Salem International University</p> <p>Dr. Virginia Hicks, Dean for the School of Education and Professional Studies, Shepherd University</p> <p>Dr. LeAnn Johnson, Director of Teacher Education, Shephard University.</p> <p>JoJo Shay, Director of Teacher Education, West Liberty University</p> <p>Dr. Bernard Jones, Program Director, Special Education, West Virginia University</p> <p>Dr. Laura Porter, Assistant Dean of Student Services, West Virginia University</p> <p>Dr. David Lancaster, Chair, Education Division, West Virginia University, Parkersburg</p> <p>Dr. Missy Spivy, Coordinator of Teacher Education, West Virginia University, Parkersburg</p> <p>Dr. Amy Wolfe, Coordinator of Child Development, West Virginia University, Parkersburg</p> <p>Jeremy Metz, Education Faculty, West Virginia University, Parkersburg</p> <p>Cathy Ferris, Education Faculty, West Virginia University, Parkersburg</p>		
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		<p>Dr. Karen R. Petitto, Director, School of Education, West Virginia Wesleyan College</p> <p>Dr. Jeremy Vittek, Director, Professional Education, Wheeling Jesuit University</p> <p>Suggested revised language for this section of Policy 5100 follows:</p> <p><b>10.4.f</b> – Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level-appropriate, WVBE-adopted, Praxis II content test(s) as described in the West Virginia Licensure Testing Directory on the WVDE website as a requirement of program completion. <u>Because candidates benefit from the practical knowledge and skills learned during their student teaching/clinical capstone experience in preparation for successful completion of the respective Praxis II content test(s), the candidates shall obtain passing scores on the WVBE-adopted Praxis II content <b>only as a</b> program completion requirement.</u></p> <p>Upon approval of the proposed revised language in 10.4.f. above, content test requirement as a requirement for clinical experience (10.4.g) would be removed from 5100.</p> <p><del><b>10.4.g.</b> - Content test requirement as a requirement for clinical experience. Effective July 1, 2017, candidates shall obtain passing scores on grade-</del></p>		
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		<p>level appropriate, WVBE adopted, Praxis II content test(s) as described in Appendix B of this policy the <u>West Virginia Licensure Testing Directory?</u> in order to complete the student/teaching clinical experience component of the WVBE approved program.</p> <hr/>		
05/13/2016	Bernard Jones, WVU	<p><b>§126-114-12. Educator Preparation Program Approval Process.</b></p> <p>Comment Received for Policy 5100  #####  #####</p> <p>Name: Bernard Jones  Organization: West Virginia IHEs  Title: Faculty  City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:44:05  Posted from IP:</p> <p>Comments for section 126-114-12 Educator Preparation Program Approval Process</p> <p>-----</p>	N/-	

		<p>Small programs should be involved with the program review with feedback due to resources. If this option is taken away then all small programs will suffer or be eliminated. To help serve our state we need to maintain the small programs. If we fail in this area Diversity will decrease in our state. In addition, parts of our state that are now underserved will suffer even more. We have to look at the well-being of our state not the convenience of having fewer state reviews by feedback for our state. Again, Program with feedback should be an automatic option for all small programs. Remember we currently have policy 5202 that just requires a teaching license and the passing of the test. Also, alternative certification is on the increase. The last thing we want to do is weaken our small programs for the convenience of the state.</p> <p>See proposed revised language below:</p> <p>12.4.1 Programs shall seek national or state recognition once ten candidates have completed the program or when program reports are due for an upcoming CAEP accreditation visit. If the program does not have 10 candidates, the program will be reviewed by the state through the program review with feedback option. The failure of any program to obtain national or state recognition may be subject to having the EPP's program approval status withdrawn. The WVBE may choose to grant the program probationary status for a defined period of time while recognition is sought or to terminate the certification authority of the program. During a period of probation, no new candidates may be admitted to the program, and existing candidates must be informed of the probationary status of the program. If certification authority is terminated by</p>		
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		<p>the WVBE, no new candidates can be admitted, and the existing candidates have two years to complete the program. If existing candidates do not complete the program within two years or a WVBE-approved period of time, they!</p> <p>must transfer to another WVBE-approved program of study or !</p> <p>program</p> <p>provider or they will not be eligible for licensure. When any educator preparation program is terminated, the institution shall notify all current and potential internal candidates of the status of its program.</p> <hr/> <p><b><u>From the following faculty at these <u>West Virginia Institutions of Higher Education</u></u></b></p> <p><b><u>EPPs:</u></b></p> <p>Jeff Bush, Chair, School of Teacher Education, Alderson Broaddus University</p> <p>Dr. Cora Burch, Chair, Elementary Education, Appalachian Bible College</p> <p>Dr. Sherri Theaker, Chair, Bethany College</p> <p>Dr. Elisabeth M. Steenken, Dean, School of Education, Bluefield State College</p> <p>Dr. Sheila Sargent-Martin, Director Teacher Education, School of Education, Bluefield State College</p> <p>Dr. Darrell Thompson, Coordinator, Field &amp; Clinical Experiences, Bluefield State College</p>		
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		<p>Terene Stiltner, School of Education, Bluefield State College</p> <p>Dr. Rick Druggish, Division of Education Chair/Professor of Education/Director of Teacher Education, Concord University</p> <p>Dr. Kathryn Liptak, Concord University</p> <p>Dr. Carolyn Crislip-Tacy, Dean, School of Education, Health &amp; Human Performance, Fairmont State University</p> <p>Dr. Julie Reneau, Fairmont State University</p> <p>Dr. Kevin G. Cain, Dean and Associate Professor of Education, Glenville State College</p> <p>Paula Lucas, Program Director, Undergraduate Elementary and Secondary Education, Marshall University</p> <p>Sissy Isaacs, Marshall University</p> <p>Jo Pennington, Dean of the College of Education, Ohio Valley University</p> <p>Carolyn Sturm, Coordinator of English and Secondary English, Ohio Valley University</p> <p>Diana Rapp, Coordinator of Secondary Math, Science, and Wellness Education, Ohio Valley University</p> <p>Toni DeVore, Chair of the School of Graduate Education, Instructor in Curriculum K-12, Ohio Valley University</p>		
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	<p>Frances Whaley, Instructor in Education, Ohio Valley University</p> <p>Dr. Craig McClellan, Dean, School of Education/Associate Provost, Salem International University</p> <p>Mrs. Pamela Schield, Coordinator of Teacher Education, Salem International University</p> <p>Dr. Virginia Hicks, Dean for the School of Education and Professional Studies, Shepherd University</p> <p>Dr. LeAnn Johnson, Director of Teacher Education, Shephard University.</p> <p>JoJo Shay, Director of Teacher Education, West Liberty University</p> <p>Dr. Bernard Jones, Program Director, Special Education, West Virginia University</p> <p>Dr. Laura Porter, Assistant Dean of Student Services, West Virginia University</p> <p>Dr. David Lancaster, Chair, Education Division, West Virginia University, Parkersburg</p> <p>Dr. Missy Spivy, Coordinator of Teacher Education, West Virginia University, Parkersburg</p> <p>Dr. Amy Wolfe, Coordinator of Child Development, West Virginia University,</p>		
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		<p>Parkersburg</p> <p>Jeremy Metz, Education Faculty, West Virginia University, Parkersburg</p> <p>Cathy Ferris, Education Faculty, West Virginia University, Parkersburg</p> <p>Dr. Karen R. Petitto, Director, School of Education, West Virginia Wesleyan College</p> <p>Dr. Jeremy Vittek, Director, Professional Education, Wheeling Jesuit University</p> <p>Small programs should be involved with the program review with feedback due to resources. If this option is taken away then all small programs will suffer or be eliminated. To help serve our state we need to maintain the small programs. If we fail in this area Diversity will decrease in our state. In addition, parts of our state that are now underserved will suffer even more. We have to look at the well-being of our state not the convenience of having fewer state reviews by feedback for our state. Again, Program with feedback should be an automatic option for all small programs. Remember we currently have policy 5202 that just requires a teaching license and the passing of the test. Also, alternative certification is on the increase. The last thing we want to do is weaken our small programs for the convenience of the state.</p> <p>See proposed revised language below:</p>		
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		<p><b><u>12.4.1</u></b> <u>Programs shall seek national or state recognition once ten candidates have completed the program or when program reports are due for an upcoming CAEP accreditation visit. <b>If the program does not have 10 candidates, the program will be reviewed by the state through the program review with feedback option.</b></u></p> <p><u>The failure of any program to obtain national or state recognition may be subject to having the EPP's program approval status withdrawn. The WVBE may choose to grant the program probationary status for a defined period of time while recognition is sought or to terminate the certification authority of the program. During a period of probation, no new candidates may be admitted to the program, and existing candidates must be informed of the probationary status of the program. If certification authority is terminated by the WVBE, no new candidates can be admitted, and the existing candidates have two years to complete the program. If existing candidates do not complete the program within two years or a WVBE-approved period of time, they must transfer to another WVBE-approved program of study or program provider or they will not be eligible for licensure. When any educator preparation program is terminated, the institution shall notify all current and potential internal candidates of the status of its program.</u></p>		
		<p><b>§126-114-13. Educator Preparation Program Review Board (EPPRB).</b></p>		

05/13/2016	Bernard Jones, WVU	<p><b>§126-114-14. Annual Report and Performance.</b></p> <hr/> <p>Comment Received for Policy 5100  #####  #####</p> <p>Name: Bernard Jones  Organization: West Virginia IHEs  Title: Faculty  City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:44:05  Posted from IP:</p> <p>Comments for section 126-114-14 Annual Report and Performance</p> <p>-----</p> <p>§126-114-14. Annual Report and Performance.  Below is the current proposed revised language for this section:  14.3. Criteria for identifying EPPs that are “low performing” or “at risk.” The designation of “low-performing” or “at risk” is based on a combination of four factors:  (1.) accreditation status of the EPP  (2.) Praxis II content area exam pass rates  (3.) Praxis II Principles of Learning and Teaching pass rates, except for EPP’s that have adopted the edTPA or PPAT instrument.  (4.) Recognition status of programs of study  The following apply for the “low-performing” and “at-risk” classifications:  a. Accreditation status  • Probationary accreditation = “at risk”  • Two or more standards unmet = “low performing”  b. Praxis II content area exam pass rates  • from 75 percent to less than 80</p>		
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		<p>percent pass = "at risk"rn• less than 75  percent pass = "low performing"rnrc. Praxis II  Principles of Learning!  and Teaching exam pass rates, except for EPP's  that have adopted the edTPA or PPAT  instrument.rn• from 75 percent to less than 80  percent pass = "at risk"rn• less than 75  percent pass = "low performing"rnrd. Recognition  status of programs of studyrn• two or more  programs recognized w/conditions or w/further  development required = "at risk"rn• any  program not recognized = "low performing"rnrlf  an institution is "at risk" or "low performing" in any  of these areas, as defined by the rncriteria above  for two consecutive years, that institution will be  designated as overall "at risk." If an institution is "at  risk" or "low performing" in two or more of the  areas, as defined by the criteria above for three  consecutive SPA or other review cycles, the  institution will be designated as overall "low  performing." Programs with fewer than ten  program completers per year will use data for the  last three years of their program complete!  rs. EPPs designated as "low performing" for two  consecutiv!  e years  may be subject to WVBE action and shall notify all  current and potential internal candidates of their  designated performance status.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Melissa Spivy  Organization: West Virginia University at</p>		
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		<p>Parkersburg  Title: Assistant Prof. of Education  City/State: Parkersburg, WV  Role: Higher Education Faculty  Posted: 2016-05-16 13:15:33  Posted from IP:</p> <p>Comments for section 126-114-14 Annual Report and Performance  -----  Candidates that are required to take a nationally-normed assessment such as the edTPA or PPAT should not be required to also take the Principles of Learning and Teaching PRAXIS assessment. rnrnd. Recognition Status of Programs of Study Perhaps the number of review cycles that a program is working on SPA approval could be extended. SPA notoriously are known for not passing excellent programs. The passage rates have been known to be very low in several of the SPAs. It would be reasonable to give institutions time to make the changes to their programs for SPA approval. This process takes time.</p> <hr/> <p>Comment Received for Policy 5100  #####  #####  Name: Richard S. Druggish  Organization: Concord University  Title: Director of Teacher Education  City/State: Princeton, WV  Role: Higher Education Faculty  Posted: 2016-05-16 15:13:40</p>		
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		<p>Posted from IP:</p> <p>Comments for section 126-114-14 Annual Report and Performance</p> <p>-----</p> <p>14.3d Recognition status of programs of study The EPP suggests the following revision to the proposed draft language. "If an institution is "at risk" or "low performing" in any of these areas, as defined by the criteria above for two consecutive years, that institution will be designated as overall "at risk." If an institution is "at risk" or "low performing" in two or more of the areas, as defined by the criteria above for three consecutive SPA or other review cycles, the institution will be designated as overall "low performing." Programs with fewer than ten program completers per year will use data for the last three years of their program completers. EPPs designated as "low performing" for two consecutive years may be subject to WVBE action and shall notify all current and potential internal candidates of their designated performance status."</p> <hr/> <p>Comment Received for Policy 5100 ##### ##### Name: Richard S. Druggish Organization: Concord University Title: Director of Teacher Education City/State: Princeton, WV</p>		
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		<p>Role: Higher Education Faculty Posted: 2016-05-16 15:13:40 Posted from IP:</p> <p>Comments for section 126-114-14 Annual Report and Performance</p> <p>-----</p> <p>14.3d Recognition status of programs of study The EPP suggests the following revision to the proposed draft language. "If an institution is "at risk" or "low performing" in any of these areas, as defined by the criteria above for two consecutive years, that institution will be designated as overall "at risk." If an institution is "at risk" or "low performing" in two or more of the areas, as defined by the criteria above for three consecutive SPA or other review cycles, the institution will be designated as overall "low performing." Programs with fewer than ten program completers per year will use data for the last three years of their program completers. EPPs designated as "low performing" for two consecutive years may be subject to WVBE action and shall notify all current and potential internal candidates of their designated performance status."</p> <hr/> <p><b><u>From the following faculty at these West Virginia Institutions of Higher Education EPPs:</u></b></p> <p>Jeff Bush, Chair, School of Teacher Education, Alderson Broaddus University</p>		
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		<p>Dr. Cora Burch, Chair, Elementary Education, Appalachian Bible College</p> <p>Dr. Sherri Theaker, Chair, Bethany College</p> <p>Dr. Elisabeth M. Steenken, Dean, School of Education, Bluefield State College</p> <p>Dr. Sheila Sargent-Martin, Director Teacher Education, School of Education, Bluefield State College</p> <p>Dr. Darrell Thompson, Coordinator, Field &amp; Clinical Experiences, Bluefield State College</p> <p>Terene Stiltner, School of Education, Bluefield State College</p> <p>Dr. Rick Druggish, Division of Education Chair/Professor of Education/Director of Teacher Education, Concord University</p> <p>Dr. Kathryn Liptak, Concord University</p> <p>Dr. Carolyn Crislip-Tacy, Dean, School of Education, Health &amp; Human Performance, Fairmont State University</p> <p>Dr. Julie Reneau, Fairmont State University</p> <p>Dr. Kevin G. Cain, Dean and Associate Professor of Education, Glenville State College</p> <p>Paula Lucas, Program Director, Undergraduate Elementary and Secondary Education, Marshall University</p>		
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		<p>Sissy Isaacs, Marshall University</p> <p>Jo Pennington, Dean of the College of Education, Ohio Valley University</p> <p>Carolyn Sturm, Coordinator of English and Secondary English, Ohio Valley University</p> <p>Diana Rapp, Coordinator of Secondary Math, Science, and Wellness Education, Ohio Valley University</p> <p>Toni DeVore, Chair of the School of Graduate Education, Instructor in Curriculum K-12, Ohio Valley University</p> <p>Frances Whaley, Instructor in Education, Ohio Valley University</p> <p>Dr. Craig McClellan, Dean, School of Education/Associate Provost, Salem International University</p> <p>Mrs. Pamela Schield, Coordinator of Teacher Education, Salem International University</p> <p>Dr. Virginia Hicks, Dean for the School of Education and Professional Studies, Shepherd University</p> <p>Dr. LeAnn Johnson, Director of Teacher Education, Shephard University.</p> <p>JoJo Shay, Director of Teacher Education, West Liberty University</p> <p>Dr. Bernard Jones, Program Director, Special</p>		
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		<p>Education, West Virginia University</p> <p>Dr. Laura Porter, Assistant Dean of Student Services, West Virginia University</p> <p>Dr. David Lancaster, Chair, Education Division, West Virginia University, Parkersburg</p> <p>Dr. Missy Spivy, Coordinator of Teacher Education, West Virginia University, Parkersburg</p> <p>Dr. Amy Wolfe, Coordinator of Child Development, West Virginia University, Parkersburg</p> <p>Jeremy Metz, Education Faculty, West Virginia University, Parkersburg</p> <p>Cathy Ferris, Education Faculty, West Virginia University, Parkersburg</p> <p>Dr. Karen R. Petitto, Director, School of Education, West Virginia Wesleyan College</p> <p>Dr. Jeremy Vittek, Director, Professional Education, Wheeling Jesuit University</p> <p>Below is the current proposed revised language for this section:</p> <p>14.3. Criteria for identifying EPPs that are “low performing” or “at risk.” The designation of “low-performing” or “at risk” is based on a combination of four factors:</p>		
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		<p>(1.) accreditation status of the EPP  (2.) Praxis II content area exam pass rates  (3.) Praxis II Principles of Learning and Teaching pass rates, <b><u>except for EPP's that have adopted the edTPA or PPAT instrument.</u></b>  (4.) Recognition status of programs of study</p> <p>The following apply for the “low-performing” and “at-risk” classifications:</p> <p>a. Accreditation status</p> <ul style="list-style-type: none"> <li>• Probationary accreditation = “at risk”</li> <li>• Two or more standards unmet = “low performing”</li> </ul> <p>b. Praxis II content area exam pass rates</p> <ul style="list-style-type: none"> <li>• from 75 percent to less than 80 percent pass = “at risk”</li> <li>• less than 75 percent pass = “low performing”</li> </ul> <p>c. Praxis II Principles of Learning and Teaching exam pass rates, <b><u>except for EPP's that have adopted the edTPA or PPAT instrument.</u></b></p> <ul style="list-style-type: none"> <li>• from 75 percent to less than 80 percent pass = “at risk”</li> <li>• less than 75 percent pass = “low performing”</li> </ul>		
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		<p>d. Recognition status of programs of study</p> <ul style="list-style-type: none"> <li>• two or more programs recognized w/conditions or w/further development required = “at risk”</li> <li>• any program not recognized = “low performing”</li> </ul> <p>If an institution is “at risk” or “low performing” in any of these areas, as defined by the criteria above for two consecutive years, that institution will be designated as overall “at risk.” If an institution is “at risk” or “low performing” in two or more of the areas, as defined by the criteria above for <b>three consecutive SPA or other review cycles</b>, the institution will be designated as overall “low performing.” Programs with fewer than ten program completers per year will use data for the last three years of their program completers. EPPs designated as “low performing” for two consecutive years may be subject to WVBE action and shall notify all current and potential internal candidates of their designated performance status.</p>		
		<p><b>§126-114-16. Procedures for WVBE Approval for a Revised Educator</b></p>		

<p>05/13/2016</p>	<p>Bernard Jones, WVU</p>	<p><b><u>Preparation Program of Study.</u></b>  Comment Received for Policy 5100  #####  #####  Name: Bernard Jones  Organization: West Virginia IHEs  Title: Faculty  City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:44:05  Posted from IP:</p> <p>Comments for section 126-114-16 Procedures for WVBE Approval for a Revised Educator Preparation Program of Study</p> <p>-----</p> <p>The Elementary Mathematics Specialist (EMS) Endorsement program should be reviewed through the Program Review with Feedback option because the content of the program would not meet the requirements for an NCTM SPA review.</p> <hr/> <p><b><u>From the following faculty at these West Virginia Institutions of Higher Education EPPs:</u></b></p> <p>Jeff Bush, Chair, School of Teacher Education, Alderson Broaddus University</p> <p>Dr. Cora Burch, Chair, Elementary Education, Appalachian Bible College</p> <p>Dr. Sherri Theaker, Chair, Bethany College</p>	<p>N/-</p>	
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	<p>Dr. Elisabeth M. Steenken, Dean, School of Education, Bluefield State College</p> <p>Dr. Sheila Sargent-Martin, Director Teacher Education, School of Education, Bluefield State College</p> <p>Dr. Darrell Thompson, Coordinator, Field &amp; Clinical Experiences, Bluefield State College</p> <p>Terene Stiltner, School of Education, Bluefield State College</p> <p>Dr. Rick Druggish, Division of Education Chair/Professor of Education/Director of Teacher Education, Concord University</p> <p>Dr. Kathryn Liptak, Concord University</p> <p>Dr. Carolyn Crislip-Tacy, Dean, School of Education, Health &amp; Human Performance, Fairmont State University</p> <p>Dr. Julie Reneau, Fairmont State University</p> <p>Dr. Kevin G. Cain, Dean and Associate Professor of Education, Glenville State College</p> <p>Paula Lucas, Program Director, Undergraduate Elementary and Secondary Education, Marshall University</p> <p>Sissy Isaacs, Marshall University</p> <p>Jo Pennington, Dean of the College of Education, Ohio Valley University</p> <p>Carolyn Sturm, Coordinator of English and</p>		
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		<p>Secondary English, Ohio Valley University</p> <p>Diana Rapp, Coordinator of Secondary Math, Science, and Wellness Education, Ohio Valley University</p> <p>Toni DeVore, Chair of the School of Graduate Education, Instructor in Curriculum K-12, Ohio Valley University</p> <p>Frances Whaley, Instructor in Education, Ohio Valley University</p> <p>Dr. Craig McClellan, Dean, School of Education/Associate Provost, Salem International University</p> <p>Mrs. Pamela Schield, Coordinator of Teacher Education, Salem International University</p> <p>Dr. Virginia Hicks, Dean for the School of Education and Professional Studies, Shepherd University</p> <p>Dr. LeAnn Johnson, Director of Teacher Education, Shephard University.</p> <p>JoJo Shay, Director of Teacher Education, West Liberty University</p> <p>Dr. Bernard Jones, Program Director, Special Education, West Virginia University</p> <p>Dr. Laura Porter, Assistant Dean of Student Services, West Virginia University</p> <p>Dr. David Lancaster, Chair, Education</p>		
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		<p>Division, West Virginia University, Parkersburg</p> <p>Dr. Missy Spivy, Coordinator of Teacher Education, West Virginia University, Parkersburg</p> <p>Dr. Amy Wolfe, Coordinator of Child Development, West Virginia University, Parkersburg</p> <p>Jeremy Metz, Education Faculty, West Virginia University, Parkersburg</p> <p>Cathy Ferris, Education Faculty, West Virginia University, Parkersburg</p> <p>Dr. Karen R. Petitto, Director, School of Education, West Virginia Wesleyan College</p> <p>Dr. Jeremy Vittek, Director, Professional Education, Wheeling Jesuit University</p>		
		<p><b>§126-114-17. Procedures for WVBE Approval of a New Educator Preparation Provider (EPP) Not Currently Approved to Offer Educator Preparation Programs of Study Leading to Licensure.</b></p>		
		<p><b>§126-114-18. Procedures for Initiating and Evaluating a Pilot Program.</b></p>		
		<p><b>126-114. Appendix A-8. West Virginia Elementary Mathematics Specialist</b></p>		

05/13/2016	Robert Orlikoff, WVU, Associate Dean	<p><b>Standards (Master's Degree Programs).</b>  Comment Received for Policy 5100  #####  #####  Name: Robert Orlikoff  Organization: WVU  Title: Associate Dean  City/State: Morgantown, WV  Role: Higher Education Faculty  Posted: 2016-05-13 14:26:52  Posted from IP:</p> <p>Comments for section 126-114 Appendix A-8 West Virginia Elementary Mathematics Specialist Standards (Masters Degree Programs)  -----  The Elementary Mathematics Specialist (EMS) Endorsement program should be reviewed through the Program Review with Feedback option because the content of the program would not meet the requirements for an NCTM SPA review.</p>	N/-	
		<p><b>§126-114. Appendix E. Approved Standards for Program Development and for Completion of West Virginia Approved Programs Leading to West Virginia License.</b>  Comment Received for Policy 5100  #####  #####  Name: Gary Cook</p>		

05/09/2016	Gary Cook, Putnam County Schools	<p>Organization: Putnam County Schools  Title: Assistant Superintendent  City/State: Winfield, WV  Role: School System Staff  Posted: 2016-05-09 12:10:48  Posted from IP:</p> <p>Comments for section 126-114 Appendix E  Approved Standards for Program Development  <del>and Required Tests</del> for Completion of  West Virginia Approved Programs Leading to West  Virginia License</p> <p>-----</p> <p>I think PRAXIS scores should increase. We have too many people taking PRAXIS tests outside of their subject area and passing the tests. Therefore, they are certified to teach a subject in which they have no or limited background knowledge.</p> <hr/> <p><b>126-114. Appendix A-7. West Virginia Elementary Mathematics Specialist (EMS) Standards (Endorsement and Master’s Degree Programs).</b></p> <p>Proposed revised language:</p> <p><u>The Elementary Mathematics Specialist (EMS) Endorsement program should be reviewed through the Program Review with Feedback option because the content of the program would not meet the requirements for an NCTM SPA review.</u></p>	N/o	
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